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Part II

1840—59

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Plate 1.

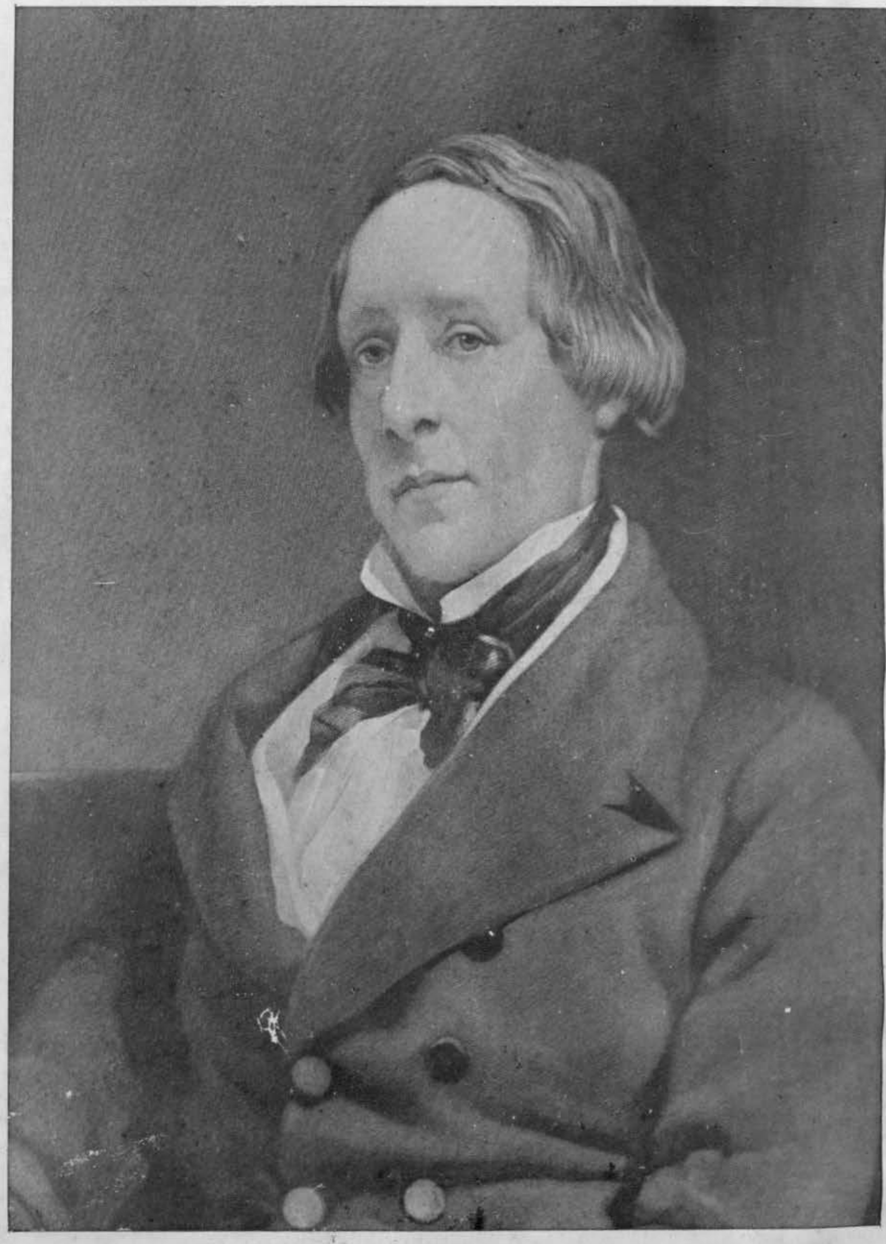


Photo.-Mech. Dept., Thomason College, Roorkee.

THE HON'BLE Mr. JAMES THOMASON,
Lieutenant Governor of the North Western Provinces, 1843-53.

Frontispiece.

BUREAU OF EDUCATION, INDIA

SELECTIONS

FROM

EDUCATIONAL RECORDS

PART II

1840-1859

J. A. RICHEY, C.I.E.

CALCUTTA
SUPERINTENDENT GOVERNMENT PRINTING INDIA

to Mr. Kaye not only for the scrupulous accuracy with which he has checked all the details and references, but also for the preparation of the appendices and index, which should add largely to the value of the publication.

The main body of the work consists of letters, despatches and other original records printed in the form of appendices to each chapter and numbered consecutively throughout the work in Arabic numerals. References to the documents will be found in the text of each chapter. The text itself contains only such matter as appeared to me necessary to explain the sequence of the appended documents. Extracts from original records which occur in the body of the text have been separately numbered in Roman numerals. The original sources from which the documents and extracts have been obtained are shown in two appendices at the end of the volume. A bibliography and short biographical notes on the principal characters mentioned have been added. The inclusion of a full text of the despatches of 1854 and 1859 and of the University Acts has added appreciably to the bulk of the volume, but the records of education in India between 1839 and 1860 would be incomplete without them.

J. A. RICHEY.

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* I am much indebted to Sir Jamsetjee Jeejeebhoy, the present Baronet, F. B. P. Lory, Esq., G. Anderson, Esq., C.I.E., and the Principal of the Thomason College, Roorkee, for the loan of pictures. (J. R.)

Selections from Educational Records

CHAPTER I.

ECHOES OF THE ANGLO-ORIENTAL CONTROVERSY.

Lord Auckland's minute, dated the 24th November, 1839, decided the question at issue between the advocates of oriental learning on the one hand and of English on the other. The controversy, however, was kept alive in the Presidency of Bengal by Anglicists holding extreme views of whom the Rev. A. Duff of the Church of Scotland mission was most conspicuous for the acrimonious tone in which he expressed his objections to the study of oriental languages. This he did in three open letters addressed to Lord Auckland in 1841* as well as in his evidence before the Select Committee of the House of Lords in 1853. The echoes of the controversy however grew fainter after the receipt of the Despatch of the Court of Directors dated the 20th January, 1841, (1) communicating their general approval of the principles laid down in Lord Auckland's minute. This minute came to be regarded as an authoritative pronouncement of the educational policy of Government and all subsequent reforms and improvements up to 1854 were carried out in accordance with this policy.

But the despatch of the Court of Directors did not express any decided opinion as to the medium of instruction and on this question

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* Published in the "Calcutta Observer", 1841.

the opinions of those responsible for education were divided as indeed they still are. The subject is dealt with in an interesting manner by Mr. F. Boutros in his "Report of an enquiry into the system of education likely to be generally popular and beneficial in Bihar and the Upper Provinces"(2). The conclusions at which he arrives are very similar to those expressed by Captain Candy, Superintendent of the Poona Sanskrit College, in the following extract from his Report for the year 1840.

(*i*) "It seems to me that too much encouragement cannot be given to the study of English, nor too much value put upon it, *in its proper place and connection*, in a plan for the intellectual and moral improvement of India. This place I conceive to be that of *supplying ideas and the matter* of *instruction*, not that of being the medium of instruction. The medium through which the mass of the population must be instructed I humbly conceive must be their *Vernacular Tongues*, and neither English nor Sanscrit. Sanscrit I conceive to be the grand storehouse from which strength and beauty may be drawn for the Vernacular languages, and it is therefore highly deserving of cultivation, but it cannot furnish from its stores the matter of instruction, nor can it ever be the medium of instruction to more than a few. In a word, knowledge must be drawn from the stores of the English language, the Vernaculars must be employed as the media of communicating it, and Sanscrit must be largely used to improve the Vernaculars and make them suitable for the purpose. I look on every native who possesses a good knowledge of his own mother tongue, of Sanscrit and of English, to possess the power of rendering incalculable benefit to his countrymen."

In Bombay the question gave rise to an acute controversy between different members of the Board of Education. The minutes of Colonel Jervis and of Mr. Jagannath Sunkersett, members of the Board, and of Sir Erskine Perry, the President, state the issue at great length (3-6). The decision of the Local Government (7) nearly caused Sir Erskine Perry to resign(8). A very long minute occupying 60 pages of small print was subsequently recorded by Mr. Willoughby of the Bombay Government, extracts from which are given (9). The last document in this Chapter is an extract from a minute by Mr. J. E. D. Bethune of the Governor General's Council on the same subject (10). The Govern-

ment of Bombay in reviewing the Report of the Board of Education for 1850 remarked as follows :—

(*ii*) "His Lordship* has not failed to perceive that there is a tendency to reopen a discussion which, as far as the Board are concerned, has been set at rest by the Government letter No. 1635 of the 24th April, 1850. There is nothing, however, advanced in this report to shake His Excellency' confidence in the propriety of that decision."

The subject was consequently allowed to drop.

(*1*) *Despatch from the Honourable the Court of Directors, dated the 20th January, 1841, on the subject of Native Education.*

1. We now reply to the letters of the dates noted in the margin, which relate to the general arrangements respecting Native Education. ***(1) Despatch of 1841.***

2. It will be our endeavour to express our opinions and orders upon th : important subject in the briefest possible terms, purposely abstaining from any examination into the controversy to which it gave rise.

3. In reference not only to the desire which has been manifested by numerous and respectable bodies of both Mohammedans and Hindoos, but also to more general considerations, it is our firm conviction that the Funds assigned to each Native College or Oriental Seminary, should be employed exclusively on instruction in, or in connection with, that College or Seminary, giving a decided preference within those Institutions to the promotion, in the first instance, of perfect efficiency in Oriental instruction.

4. We have already sanctioned the disbursement of 6,000 Rupees a year through the Asiatic Society of Bengal, for the expense of printing the most esteemed works in the literature of the Mohammedans and Hindoos, and we authorize you to give such further encouragement as you may think desirable, to similar works or to translations into the native languages, or to any works designed for educational purposes.

5. It is our opinion that a just consideration for the circumstances of the Students requires that Scholarships should be attached to the Oriental Seminaries in proportion to their endowments, such Scholarships to be invariably bestowed as rewards for merit, and to last for a sufficient term to enable the Student to acquire

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* Viscount Falkland, Governor of Bombay, 1848-1853.

(1) Despatch of 1841.

the highest attainments of which the collegiate course admits, but the continuance of them for any part of the term, to be always dependent upon continued industry and good conduct, and we direct you to instruct the Committee of Public Instruction to act upon this principle.

6. We consider it essential that the Native Colleges should be placed under European Superintendents of the most respectable description both as to station and attainments.

7. It is by no means our intention that the arrangement now authorized for restoring to its original object the Funds appropriated to each Oriental Institution should interrupt the measures in progress for the dissemination of European knowledge, whether by translations into the Vernacular tongues, or, by means of the English language. On the contrary we cordially subscribe to one of the principal declarations of the Resolution of 7th March, 1835, that "it should be the great object of British Government to promote European Science and Literature amongst the Natives of India," and have no hesitation in sanctioning it, as a general principle, for the conduct of our Indian Government.

8. We are aware that the opinions which we have now expressed, favourable on the one hand to the application of the Funds belonging to the native colleges or Seminaries, for Oriental instruction in the first instance, and, on the other hand to the diffusion of European instruction, involve an increase of expense to the State. To this we are prepared to submit, concurring as we must do in the opinion which our Governor General has expressed of the insufficiency of the funds hitherto allotted to the purposes of public instruction in India. You have therefore our authority to make up any deficiency in the income now at the disposal of the General Committee which may be occasioned by restoring the allowances of the several Oriental Colleges to the purposes for which they were originally made.

9. We forbear at present from expressing an opinion regarding the most efficient mode of communicating and disseminating European knowledge. Experience indeed does not yet warrant the adoption of any exclusive system. We wish a fair trial to be given to the experiment of engrafting European knowledge on the studies of the existing learned classes, encouraged as it will be by giving to the Seminaries in which those studies are prosecuted, the aid of able and efficient European Superintendence. At the same time we authorize you to give all suitable encouragement to translations of European works into the Vernacular languages, and also to provide for the compilation of a proper series of Vernacular class books according to the plan which Lord Auckland has proposed.

Lord Auckland's suggestion to connect the Provincial Schools with a Central College, so that the ablest Scholars of the former may be transferred to the latter, for the purpose of securing superior instruction, seems very judicious, and we shall be prepared to sanction the grant of a sufficient number of Scholarships for that purpose. We also entirely concur in His Lordship's proposal to render the *highest* instruction efficient in a certain number of Central Colleges, in preference to extending the means of inferior instruction, by adding to the number of Ordinary Zillah Schools. (*1*) *Despatch of 1841.*

11. You will have observed from this despatch that we very generally concur in the view taken by our Governor General of this interesting and important subject. The remarks of His Lordship upon the reference made to him of Mr. Adam's propositions will be noticed in a separate letter, as well as a variety of details which at different times you have communicated to us regarding Native Education.

We are, etc.,
W. B. BAYLEY,
GEORGE LYALL,
H. LINDSAY,
JOHN SHEPHERD,
W. H. SYKES,
P. VANS AGNEW,
J. P. MUSPRATT.
F. WARDEN,
J. THORNHILL,
RUSSELL ELLICE,
J. L. LUSHINGTON,
HENRY WILLOCK,
A. GALLOWAY.

LONDON,
The 20th January, 1841.

(2) *Extracts from 'An enquiry into the system of Education most likely to be generally popular in Behar and the Upper Provinces.' By F. Boutros—Serampore, 1842.*

"In the course of this enquiry, I will successively endeavour to ascertain,— (*2*) *F. Boutros on Education.*

Firstly.—The real, the ultimate object of the friends of Native Education and of Government, in affording instruction to the people of India.

(2) *F. Boutros on Education.*

Secondly.—The effects of the present system with reference to the object in view, and the circumstances of different parts of the country.

Thirdly.—The modifications which that system appears to require, particularly in Behar and the Upper Provinces."

* * * * * *

"The real, the ultimate object of a rational system of Education—of the Educational Establishments supported by the Government of this country for the benefit of its Native subjects—is, I assume, to afford the people the means of obtaining instruction of such a nature as may have the most beneficial influence on their intellectual and moral feelings, and at the same time such as their long cherished prejudices will permit them to accept. That education includes languages, but its main object is the teaching of Grammar, Geography, History, Mathematics, Natural Philosophy, Chemistry, Natural History, &c., Literature, (Poetry and Rhetoric), Moral and Intellectual Philosophy, Principles of Jurisprudence, Political Economy, and Law."

"It is expected that the benefit of the instruction afforded in the Government Schools will not be confined to those who actually receive it in those schools, but that the latter will, by original works or translations, communicate their knowledge to their countrymen through the medium of the Vernacular language.

From the above, it is easy to perceive the immense advantage of English over the Oriental languages. With regard to Etymology, Rhetoric, and Poetry, the latter may be considered of superior interest to Asiatics, but in all other respects the great superiority of the former is indisputable. The little science contained in the Oriental languages, (I say *little* with reference to the present state of knowledge,) may be obtained from English with greater facility; and besides, what a vast field it opens to the curious inquirer and to the laborious student!"

II. Effects of the present system of Education.

"It is not to be wondered at, that, after an attempt carried on for many years, to promote the cause of Indian Education by means of the Oriental languages alone was clearly perceived to be vain and hopeless, a complete reaction should have taken place, and English been proclaimed as the exclusive channel of instruction. But this was going from one extreme to the other, and the General Committee of Public Instruction, soon aware of this error, directed that the Vernacular language should be included in their system of Education. This modification however has had no practical effect of any importance in Behar or the Upper Pro-

vinces, as there were then no Hindoostanee School books, and I believe, not a single translation or original work in that language has been published since the period above alluded to. In fact the plan of giving instruction through the English language has met with such great success in Calcutta, that the importance of conveying instruction also through the Vernacular could hardly be attended to. It was supposed that the benefits of an English Education would be soon equally obvious throughout the country, and from this it was very naturally inferred that the Government Schools might limit themselves to the most important task of teaching English science and literature, leaving it to the Natives themselves, and their schools, to give instruction in the Vernacular language." (2) ***F. Boutros on Education.***

"That the General Committee's system has not been so successful in the Mofussil as it has been in Calcutta, is however, what I believe no one will deny. The schools of Chapprah and Arrah, each cities of at least 50,000 inhabitants, have been closed for want of pupils; at Delhi though not much inferior to Calcutta in population, before the important and beneficial measure of last year in some degree revived the College, the average daily attendance at the English Institution had fallen below sixty, and in the Oriental Madarsa below eighty. Besides, here, as everywhere else in the mofussil, the pupils of the Government Schools, with few exceptions are extremely irregular in their attendance, belong to the lower classes of Society, and not only could not pay for their instruction, but are too poor to support themselves at the College until their education be completed. The first petty appointment they can get, in many instances not worth more than 8 or 10 Rupees per mensem, induces them to leave the College, when perhaps their knowledge of English is hardly sufficient to enable them to read any but the elementary class-books which they have read in the School. What is the reason of this great difference between the feelings of the native inhabitants of Calcutta, and of other Indian cities with regard to Education? As the system of the Government Schools is the same in both instances, it is highly important to ascertain whether the difference alluded to be not owing to a difference of circumstances, which renders a knowledge of English particularly advantageous in Calcutta, and comparatively unimportant in the Mofussil. It will, if I mistake not, appear in the course of this enquiry, that the intimate connexion of the English language with the cause of General Education which has been of great service to the latter in Calcutta may have been in some degree injurious to it at Delhi. To be desirous of receiving what in India is frequently called an English Education—that is, instruction in the sciences of modern Europe—is very different from a desire to learn English. The wealthy classes in the Mofussil are more anxious about the former than the latter, as will

(2) ***F. Boutros on Education.***

be fully explained afterwards ; but I must first advert to the great difference of circumstances between Calcutta and other Indian cities."

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"But what should be the nature of those modifications? None would, I suppose at the present day advise a return, for the Mofussil cities, to the former plan of giving instruction through the learned Oriental languages only. Mr. Wilkinson's system is different from this, and establishes merely the Science contained in the learned Oriental languages, as the basis of Education and the ground work of Vernacular School books. But this plan, however to be successful, would not only require a man of Mr. Wilkinson's ability and zeal at the head of each Educational Establishment, but besides must of necessity be incomplete. Aristotle's Logic and Ptolemy's Astronomy, the Logic and Astronomy of the Brahmans, may be taught, the former from the Arabic, and the latter from the Sanscrit, but this cannot be done, Mr. Wilkinson himself acknowledges, with respect to Mechanics, Political Economy, and History. He might have added to these Chemistry, Natural Philosophy, Geography, &c. This system, so difficult to carry into practice, does not appear to be in the least necessary. From all the inquiries I have made among Pandits and Moulvies, there is apparently no objection whatever on their part to have the treasures of European knowledge communicated to them through Vernacular class books, without any reference to their sacred languages. Besides, this proposed connexion between Science and Religious authorities, particularly where no such connexion is absolutely necessary, is, I think, objectionable on several grounds, and might become inconvenient. If you teach Hindoos a branch of Science for which at one time you appeal in confirmation to their sacred books, they will at another oppose to your Scientific theories from sacred texts irreconcilable with them."

"The plan of translating European works of Science into Arabic, Sanscrit and Persian, has been proposed and was at one time followed to some extent, but, as His Lordship the Governor General remarked in his minute of the 24th November, 1839. "The process of translation into the learned languages must be unavoidably so slow, that on that account alone the arguments in favour of a more direct method of proceeding appear conclusively convincing." "In addition to this it may be remarked, that to engraft European knowledge in foreign or dead languages to make it popular in India, is hardly more likely to answer the proposed object than it would be to transmit to England, in Greek or Latin translations, all papers

and documents relating to India, with the view of drawing more forcibly the attention of the English people to the affairs of this country." (2) *F. Boutros on Education.*

"Mr. Adam's proposed reform is to prepare Vernacular School books, and to distribute them to the present class of School Masters with the view of the latter availing themselves of those books in instructing their pupils, and to appoint officers who will as much as possible insure their doing so. But this plan, unfortunately we are by no means ready to carry into execution. We not only must first prepare Vernacular School books, which, if done in accordance to Mr. Adam's suggestions. will be no easy matter; but besides, where are we to get men of sufficient abilities and of sufficient weight of character to undertake the duty of examiners?"

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"Mr. Hodgson's plan of establishing Normal Schools for teachers' is apparently too much in advance of the state of the country. It is not because the School Masters are deficient that the progress of Education does not advance at a quick pace, but because the inducements to receive instruction are not adequate, or the advantages to be obtained thereby not sufficiently obvious. Besides, what are Normal Schools, but Schools where a higher course of instruction is given by select professors, whose methods are to be adopted as rules? Our present Colleges are Normal Schools, with respect to institutions of lower pretentions; the professar in the former establishments, particularly in Calcutta, are generally the best men procurable in India, at the present day, upon the allowances which Government are willing to pay. Under the system of Scholarships now adopted, the scholars will be a select body of men under the best Normal course of instruction procurable in India. Where will Mr. Hodgson find a class of more talented pupils than the above, and professors better qualified for normal instructors, than the best professors now in the employ of the General Committee of Public Instruction? Besides, it is as well to inquire into the nature of the evil, before we venture to prescribe the remedy; where is the advantage of having special establishments to instruct School Masters in the higher branches of Science, where the general complaint is that no pupils can be obtained to go beyond the first Elements of Scientific Instruction?

Mr. Hodgson's liberal and enlightened views, with respect to the necessity of preparing Vernacular School books are worthy of every support, but why should he want to educate a special class of translators for that purposes? Is not this unnecessarily delaying and rendering unduly expensive a general system of Vernacular translation? Why not avail ourselves of the present body of Native

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(2) *F. Boutros on Education.*

teachers, Moulvis and Pandits, in connexion with the English professors of our Schools and Colleges? We must not expect that the first Vernacular translations shall be perfect; to aim at a presently unattainable standard of perfection would be uselessly to delay the execution of a task which cannot be too early performed. Let us set to work with the means now at our disposal, translate the best standard works we can get, and be content with *correct,* if we can not get *elegant* translation."

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"It appears to me that to afford a course of scientific instruction in the Vernacular, simultaneously with the study of the English language, would rather promote than defeat this special object of the Education Committee. Not only many pupils eave the College long before they have attained a competent knowledge of English, or learnt anything else —their attendance being thus for them little better than a mere waste of time—while under the proposed modification they would have received some useful and general instruction; but even those who, under any circumstances, may remain for a longer time at the Institution, would not in the end lose any thing by having begun the study of the sciences in their own tongue. At the end of two or three years' attendance they might perhaps not be so well acquainted with English as if their attention had been confined almost exclusively to the language itself, but they would know the first elements of Geography, Arithmetic, Geometry, Natural Philosophy, Political Economy, &c., and their subsequent studies would of course be thereby shortened and facilitated, and their ability to translate scientific works materially increased. Besides, if it be true that the more we know the more we wish to know, a love of knowledge might thus spring in the hearts of many whom the dry and uninteresting study of a foreign language, at first unaccompanied with scientific instruction, would have at an early period disgusted from further attendance. The simultaneous study of the sciences through the Vernacular, with the study of the English language from the first period of a pupil's attendance, thus rendering our College education more interesting to all the pupils, would make it at the same time more extensively useful by causing some to continue their attendance for a longer time than they would otherwise have done, by affording, as remarked above, some general instruction to others who leave us before they have gone beyond the elements of the English Grammar, and before they could under the present system have learned any thing else; and also, by inducing the better classes of Natives to send their children to School to get their instruction which they could not so well obtain at home, and the advantage of which they could appreciate better than they can do it now."

(3) *Minute by Colonel Jervis, dated the 24th February, 1847**.

"Government should be informed in reply that, most probably, the apprehension on their part that orders had been issued for the formation of such a class,* arose from the circumstance of my having, under a misconception of the resolution passed in September last, on the concluding para. of Mr. Harkness' letter No. 34 of August 12th, stated in the Military Board, that such orders had been issued.

(3) *Minute by Col. Jervis.*(a

This letter from Government however enunciates two principles.

Firstly.—That instruction of any kind is to be conveyed exclusively in English.

Secondly.— . . . .

Thirdly.—With reference to the first principle, I have objections to offer both on general and special grounds.

Fourthly.—My general objections are those obvious considerations which, for years, regulated, throughout India, the efforts of the British Government and of many of the most distinguished Members of the Service, for the promotion of Native Education and which were unquestioned, until of late years, when the influence of certain men in authority, of undoubted talent, but of strong and peculiar prejudices, introduced the idea of giving the preponderating consideration to the study of English, which appears still so unhappily, in my opinion, to influence the educational views of our present Rulers.

Fifthly.—Surely it must be admitted, that general instruction cannot be afforded, except through the medium of a language with which the mind is familiar; and therefore the consistent result of the views above mentioned, which would constitute English the essential medium for the intellectual improvement of the Natives of India, startling though it must appear to the commonest sense,) is to withhold all education from the Native population of this Country, until the English language is so familiar to them, that each individual can think and reason in that tongue, to the supercession necessarily of his own dialect: and moreover, strange to say, the idea of making English the sole language of our Indian subjects, has been seriously entertained and propounded. It is unnecessary to enlarge upon

* The immediate occasion of the controversy here referred to, was a proposal to give instruction in civil engineering through the medium of the vernacular.

(3) Minute by Col. Jervis.(a)

the chimerical nature, to say the least, of such extreme views; but the conclusion appears incontrovertible, that, in proportion as we confine Education to the channel of the English language, so will the fruits be restricted to a number of scribes and inferior Agents for Public and Private Offices, and a few enlightened individuals,—isolated by their very superiority, from their fellow countrymen.

Sixthly.—In our endeavours to make the knowledge of English among the natives so prominent and essential a qualification, we are neglecting the benefit of three hundred years' experience in Europe, and we are retrograding to the days, in which the Latin was the sole language of Literature; and when, in consequence, knowledge, both spiritual and temporal, was confined to a few Monks,—a few Divines—a few Men of Letters. Until such an exclusive agency was put an end to,—until the modern tongues of Europe were emancipated,—the people could never learn, or know for themselves. On the abrogation of the exclusive use of the Latin language on the inauguration of the language of the People, the acquirement of knowledge was made accessible to all. From the Noble, to the Artizan,—all men could be taught,—all men could be teachers,—and how wonderful has been the advancement, in morality and literature, by such a change in Europe. Should we then, here, at this day, so far forget this lesson, and insist so much on imposing the burden of the foreign language of a handful of Rulers on the Millions of our Native population? On the contrary, I conceive it a paramount duty, on our part, to foster the Vernacular dialects, and to use every endeavour to free them from the swaddling bands in which they have been hitherto confined. Aided by their cognate classical dialects (Sanskrit, etc.) they would be capable of a copiousness of expression, now unknown to them, and of indicating the dependence,—the connection, the minute diversity and transition of ideas, and the various steps in the process of logical deductions; and they would attain to a vigorous maturity,—in which the highest powers of language to embody every operation of the mind, from the simplest to the most subtle, would be developed.*

The Maharahta language is peculiarly susceptible of such improvement

Seventhly.—The popular idioms, which have hitherto been employed only in a few meagre productions of the Chronicler and Ministrel, must

be summoned under our auspices, to act a new part, and, consequently to receive a new development. In this way we should endeavour to raise up a new world of Morality and Literature around the whole mass of Native Society, and not contract their advancement solely within the bounds, which the tutelage of our English Government, and the medium of our English language, would impose. The learned Orientalist, Horace Wilson, observes :—" It is not by the English language that we can enlighten the people of India. It can be effected only through the forms of speech which they already understand and use. These must be applied to the purpose, either by direct translations, or which is preferable, by the representation of European facts, opinions, and sentiments, in an original native garb. In the early stages of improvement, the former mode is the only one that can be expected : hereafter, the latter would take its place, and would give to the people of India a literature of their own, the legimate progeny of that of England, the living resemblance, though not the servile copy of its Parent."

(3) Minute by Col. Jervis.(a)

" The project of importing English literature along with English Cottons into India, and bringing it into universal use, must at once be felt by every reasonable mind as chimerical and ridiculous. If the people are to have a literature, it must be their own. The stuff may be, in a great degree, European, but it must be freely interwoven with home spun materials, and the fashion must be Asiatic."

Eighthly.—I have said, however, that I have special objections. I allude to those that apply to the particular case of the 'class of Civil Engineering', which gave rise to the observations of Government in the letter under consideration. In this particular instance, the question of instruction in the Native tongue is not one of comparative expediency, but of necessity, forced upon us by the failure of our attempt to carry out any other................

Ninethly.—The relation in which I have stood to the cause of Native Education, under this Presidency, from the time of its organization under Mr. Elphinstone so far back as the year 1822-23; the circumstance that I was entrusted by that eminent personage, with the formation of the first School of Civil Engineering in this Country; the fact that I overcame, what had been conceived to be insuperable

(3) Minute by Col. Jervis.(a)

difficulties, in preparing a course of Mathematical instruction in the language of the people; the unquestioned results, in the facility with which the Students imbibed instruction, even in the highest branches of these exact sciences, and the important services that the élèves of the Institution have ever since afforded Government;—all these circumstances, I did hope, would have given my recommendations regarding this particular class, more weight; and would, at least, have secured permission for the old system, which had worked so well, for so many years, to continue on equal terms with the new; and I beg now to express my anxious hope, that Government will still allow the clause to stand as framed by me in the original Draft of Rules for the Engineer class established under Professor Pole, *viz.*

"That in the first instance, the course of instruction shall be conveyed through the medium of the English language; but eventually, classes shall be formed for instructing through the medium of the principal vernaculars of this Presidency," and that the interdiction of Government in the following words may be taken off, "Government see no reason why the instruction should not be conveyed exclusively in English."

(4) *Minute by Sir E. Perry, dated 14th April, 1847.*

(4) Minute by Sir E. Perry.(a)

With reference to Colonel Jervis's minute of yesterday, I must confess that it is somewhat irksome to have to apply ourselves to a question, which has been already discussed and disposed of. The members of the Board are for the most part so much engaged, that they really have not time to go over their ground twice. Nevertheless, the deference due to Colonel Jervis, the consideration mentioned in his 9th para., and above all, the necessity of the Board being unanimous on their principles of action, make it necessary to examine his arguments in detail.

But before going into the question, I would observe that Colonel Jervis has not quite placed the difference between himself and the majority of the Board in a proper light. With much skill he has branded the opinions of those who differ from himself as "strong and peculiar prejudices," and in para. 5 he would seem to suppose that "the idea of making English the sole language of our Indian subjects," has been seriously entertained by those in authority.

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The true difference between the Board and Colonel Jervis is, that the former think the superior branches of education, and the information of modern times, can be only conveyed to the natives, at present, through the medium of English and that vernacular education can be most effectually promoted by improvements wrought upon the upper classes of natives. Colonel Jervis, on the contrary, thinks that a great deal too much attention is paid to English education, that the chief object of our exertions should be to produce a vernacular literature, and that it would be expedient at once to draw off from our English establishments those gentlemen who are employed in teaching, and to employ them in the translation of standard European works. I think I can shortly demonstrate that Colonel Jervis's proposal is impolitic and impracticable. (4) *Minute by Sir E. Perry.* (a)

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Colonel Jervis seems to think that a vernacular literature, and men of genius, can be raised to order. I, on the other hand, conceive that Government is exceedingly impotent in these matters, that all that statesmen can do, is to watch carefully the indications of the phenomena which the thoughts, habits, and dispositions of the people evolve in their daily growth and then to mould them to the best of their ability. But if any phenomenon connected with education presents itself in a more marked form than another, during the experience of the last 25 years, it is this that the tendency and desire of the Natives throughout India is *to acquire a knowledge of the English language*. Our native members, and particularly Juggonath Sunkerset, who has lately made an extensive tour in the provinces, can bear me out whether I am right in this remarks ; all additional experience that I gain corroborates it, and in the very last source of information which has come before me (the educational report of the North-Western Provinces which is now in circulation) a very remarkable confirmation of it will be found in the notices of the Agra and Delhi Colleges. I say then, that sound policy and experience dictate that we must bow to circumstances, adopt what we find to be the disposition of the people and, if in addition to this imperious necessity of bending to events, we are satisfied that the disposition is a happy one, we may go on cheerfully with our tasks.

But if Colonel Jervis's proposal was as politic as I think it the reverse, it is wholly impracticable. To do anything at all effective in producing the translation which are required, we ought to employ a staff of from six to twelve well-educated Europeans. The salaries necessary for Scholars, such as we should require, Europeans,—for Colonel Jervis asserts no natives are available,—would not be less than from Rs. 300 to Rs. 800 a month. But even the highest salaries mentioned would not procure us more than two such competent men, at the present moment,

(4) Minute by Sir E. Perry.(a)

as Messrs. Harkness and Green; nor is it even clear that these Gentlemen would make good translators, when we bear in mind the fact that so celebrated an oriental Scholar as General Vans Kennedy, on a salary of Rs. 2,000 produced a translation of the Regulations which is said to be "infamous." But supposing even that the Gentlemen I have mentioned would make excellent translators, is it possible that that the Board, or that Government, would consent that our establishments at Bombay and Surat should be at once ruined by taking them from it? And again, if we import gentlemen for the task, it would take from two to three years to produce any thing like competence to the task and even then a hopeless task would be set before them, as we must not forget that an urgent want is felt in this presidency, for books in at least four languages, all vernacular here, *viz.*, Mahratti, Gujerati, Canarese and Hindustani. I don't mention Telingu, though it is the tongue of a very large class in Bombay, nor Persian nor Portuguese, though the want of many of them are also urgent.

There is indeed a suggestion to be made by which an impetus might be given to vernacular literature, *viz.*, by encouragement being given to some lingua franca such as Hindustani, but the idea requires a full development and my time does not allow me now to bring it forward. For the above reasons, I think Colonel Jervis's proposal should be rejected, and if he desires that his views should be submitted to Government, we ought not to omit stating the fact, that the prospects of education were never so flourshing at this Presidency as they are now, under the present system, and at the present moment.

(Signed.) E. PERRY.

(5) Minute by Juggonath Sunkersett, Esq., dated 1st May, 1847, concurred in by Framjee Cowasjee, Esq., and Mohammad Ibrahim Muckba, Esq.

(5) Minute by Juggonath Sunkersett.

I am persuaded that the Vernacular languages possess advantages superior to English, as the medium of communicating useful knowledge to the people of Western India. It cannot be denied that they must have less difficulty in understanding whatever is communicated to them in their own language, than in a foreign tongue. When a native is inclined to prosecute the study of English, his progress is more rapid, and his usefulness doubled, provided he be first well grounded in his own language. I say his usefulness will be increased, because it is only by this preparation that any knowledge he may have required can be imparted by him to his countrymen through the medium of the Vernacular languages. It is my humble opinion an impossibility to teach the great mass of the people a language, such as English, so widely different from their own. I must also observe that when the native

chiefs and others gave large subscriptions for the establishment of the Elphinstone Professorships they contributed them with an understanding that the Vernacular languages were not to be neglected, but carefully fostered and improved, and brought into use as the medium of communicating useful knowledge to the great body of the people. The Vernacular languages have been much neglected by the people in Bombay, and this being the centre from which we expect the beams of knowledge to spread, these languages are pre-eminently, entitled to our fostering care. It was to this that the early efforts of Native Education were directed. It was to this end that all Mr. Elphinstone's plans tended. For a time these efforts were eminently successful, but they have remained in abeyance, and the state in which they now are, though somewhat improved, requires the most strenuous effort for improvement to render them efficient organs for imparting European knowledge to the natives. Our worthy President has observed, that the Board are equally alive with Colonel Jervis to the necessity of the Vernacular languages being the medium of instruction to the masses of the people, to the importance of promoting the growth of Vernacular literature, and to the urgency of providing schools. This is true, nor have I any hesitation in stating that the desire of acquiring a knowledge of the English language and literature, evinced by the natives is very great and very prevalent; and this is evident from the efforts which parents make to get their sons as quickly removed from the Vernacular into the English schools as they can. Their motives for this acquirement are obvious, public employment, and a facility of intercourse with Europeans, but it seems to be hopeless that we can ever change the language of a whole country. In reality how insignificant a portion of the whole population are acquainted with the English, or have any prospect or means of becoming so. If our object is to difuse knowledge and improve the minds of the natives of India as a people, it is my opinion that it must be done by imparting that knowledge to them in their own language. By what other channel can we ever hope to extend the advantages of Education generally to our females? I repeat, I am far from wishing to discourage the study of English, but I believe it to be beyond the reach of the masses of people. I cannot at the same time help remarking that the encouragement which we provide to Vernacular Education is far less than what the real interest of Native Education demands; the Master's pay is so small and we have never as yet conferred any Scholarships on Vernacular Students. These Sentiments are not new; they were entered in a protest given in by Colonel Jervis, Mohammed Ibrahim Muckba, and myself on the Board's report for 1845.

(5) *Minute by Juggonath Sunkersett.*

(Signed.) JUGGONNATH SUNKERSETT.

(6) *Extracts from a minute by Colonel Jervis, dated the 13th May, 1847.*

(6) *Minute by Col. Jervis.*(b)

The president finds the discussion of this question irksome. I must therefore apologize for adding a few words further; as it is necessary that I should be, at least, understood, if possible.

The president in the 4th Para. of this Minute says, " The true difference between the Board and Colonial Jervice is " (the President assumed that I stood alone) " that the former think that the superior branches of Education, and the information of modern times, can only be conveyed to the natives, at present through the medium of English, and that Vernacular Education can be most effectually promoted by improvements wrought upon the upper class of natives. Colonel Jervis on the contrary, &c."

It would be inferred that I disagreed in the foregoing proposition. With emphasis on the words, " at present," I concur in every word of it and, though in the remainder of the sentence, the President has rightly stated my views, in so far as I do think that too much attention is paid to English, and that the chief object should be to improve the Vernacular dialects; yet I can see no reason why those views should have been so stated, as opposed to the former proposition, being in reality only opposed to the President's application of the principle of it. As regards my supposed wish to draw off our English Establishment, the Gentlemen at present employed in teaching, for the purpose of employing them to translate, I have been mistaken from want of explicitness on these points in my former minute.

The President remarks that I seem to think that a Vernacular literature, and men of genius, can be raised to order. So far from it, I have the very smallest opinion of the power of Government in Educational matters at all; and I think it highly probable, that, when any great advance is made, it will be wholly unconnected with the working of any Government machinery. Still of course it is our duty to do our best.

(7) *Extracts from a letter, dated 5th April, 1848, from the Government of Bombay to the Board of Education.*

(7) *Government on medium of instruction.*

I am directed by the Hon'ble the Governor in Council to acknowledge the receipt of your predecessor's letter (No. 391), dated the 31st of May last, forwarding copies of minutes recorded by the Honorable the President, and the Members of the Board, on the mode in which instruction is to be imparted.

2. In these Minutes, two questions have been brought before Government or its consideration. (7) *Government on the medium of instruction.*

Firstly.—Whether the English or Native languages should be the medium through which to convey the instruction to the people of India.

Secondly.—Whether the Board of Education is to act subject to, or wholy independent of, the control of Government.

3. With respect to the first of these questions, I am directed to observe that the Hon'ble the Governor in Council is of opinion that any one, who observes and compares the proficiency attained by the pupils in the English and Vernacular schools, cannot fail to be convinced of the superiority which the latter manifest in sound and accurate understanding of the subject of their studies. He has no hesitation in declaring his acquiescence in the view of those who give the preference to the Native languages, in so far that he considers the main efforts for the general education of the people should be exerted in the language familiar to them from infancy; at the same time he would unquestionably afford them the means of acquiring the higher branches of education in the English languages.

4. Hitherto, the greatest attention appears to have been devoted to the study of English, and the communication of knowledge in the Vernacular seems to have been treated as of secondary moment; but before any lasting or effectual impression can be made by our teaching upon the native mind in general, or any advance towards producing better, more learned, or more moral men, the Governor in Council feels convinced that the process must be reversed, and that the Vernacular must become the medium for the diffusion of sound knowledge among the masses. He is consequently of opinion that the particular efforts ought to be directed towards increasing the efficiency of the District and village schools in which that medium is employed, and in order to effect this subject, it is very desirable that a more highly qualified class of School-masters should be trained up, and that their salaries should, where superior qualifications exist, be raised much above the small sum which is now assigned to them.

5. The dissemination of educaton through the native languages, is, by some, deemed impracticable, because the Natives possess no literature of their own, such as is desirable for the purpose, and because it is impossible to supply its place by translation. With regard to providing translations of useful elementary works in the Vernacular languages, the difficulty seems to His Honor in Council to be somewhat overrated, for what was effected by the zeal and ability of Colonel Jervis

(7) Government on the medium of instruction.

and Dr. McLennan, many years ago, may, he conceives, again be effected by men, imbued with the same earnest desire to promote the improvement of the native. The duty of supplying a sufficient number of works, of the kind required, devolves upon the Government, who are prepared to consider the best means of providing translations, either under the superintendence of their own officers, or by offering premiums for good ones as proposed by Colonel Jervis. With a view to this object the Governor in Council requests that the Board will be so good as to revise the list of works now available, and forwarded it to Government, and that they will, after careful consideration, suggest such additions as they may deem best calculated to provide systematically for the diffusion of general knowledge, and to promote the spread of useful and rational education.

6. In bringing the observations on this point to a conclusion, I am directed to intimate that the Governor in Council is of opinion that the present system should be maintained in as efficient a state as possible; admitting all who seek it, and who have capacity to acquire European learning, to the advantages of Education in the English language. The chief and greatest exertions should, however, be directed to the promotion generally of Education, by means of Vernacular classes and schools. Good elementary works in the Vernacular, on science, literature, and morals ought to be provided; while the efforts in English should be confined to a school in each Province, and the College at the Presidency, where moreover the higher branches of learning should be taught also in the Vernacular tongue, as the progress of translations may enable this to be effected.

(8) *Minutes by Sir E. Perry, the Hon'ble the President of the Board of Education, dated 13th April, 1848.*

(8) Minute by Sir E. Perry.(b)

The letter from Government to the Board of Education of the 5th instant, containing an indication of views, which, if entertained to the full extent that some of the expressions used may seem to imply, would render it impossible for me to continue as President of the Board of Education, I have thought it fit, having reference to my personal position, to address a Minute to Government, stating the grounds on which only I can consent to act as their President, and for the information of the Board, I now beg to record a copy of the Minute.

(Signed.) E. PERRY.

(9) *Minute by Sir E. Perry on Government Education in the Presidency of Bombay, dated 9th April, 1848.*

The letter from the Bombay Government of the 5th April, 1848, to the Board of Education, is the most important yet received, as it contains the first intimation, on the part of the Government, of their views as to the system to be adopted in Government education. The letter in question was elicited by conflicting views which existed between Colonel Jervis and the Native Members of the Board on one side, and Mr. Escombe, Dr. McLennan, and myself on the other. (9) *Minute by Sir E. Perry.*(c)

2. The question on which the Board was supposed to be divided are stated in the 2nd para. of the Government letter, and on the latter of these questions as I entirely agree with the views of Government, I need not make any observations.

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5. The other question, on which differences arose at the Board, is stated by Government to be as follows :—

"Whether English or the Native languages should be the medium through which to convey instruction to the people of India."

And on this question, the Government proceed to pronounce a decided opinion, and according to the views I entertain of the fitting control to be exercised by Government, there is but one course for the Members of the Board to adopt, namely, implicitly to obey the injuctions received, and to follow out the course marked down. If the plan enjoined by Government is totally opposed to that which any individual of the Board may think sound, it is probable that neither he, nor the Government, would desire that he should remain any longer at his post but would rather that he should make way for a more willing agent. And if on the present occasion, I could distinctly see, that the Government disapproved of the system, on which alone, after long deliberation, I have formed my opinion that national education in India should be moulded, I should, though with great reluctance, consider it to be my duty to sever the connection which exists between myself and the Board.

6. But with great submission, the Government have failed to hit the principle in dispute at the Board. The question, as stated by Government, has been in fact very often disputed in other parts of India, and Colonel Jervis, at our Board in arguing against the other European Members, has frequently treated them as advocates of those views which the Govern ment now pronounce against. In point of fact however no member of the Board has ever contended for using English as the

(9) Minute by Sir E. Perry.(c)

medium for conveying instruction to the people of India, and the most strenuous advocates for the employment of English, as means for opening the door to a higher education than the Vernacular languages can now afford, have never contemplated more than (they have not in fact contemplated so much as) that which the Government now lay down as desirable, *viz.*, that the system should admit "all who seek it, and who have capacity to acquire European learning to the advantages of education in the English language," and that "the efforts in English should be confined to a school in each Province and the College at the Presidency."

7. But whilst the Government thus enjoin the maintenance of the present system, which is in accordance with the views of myself, Mr. Escombe, and Dr. McLennan, they emit opinions so much more in accordance with the views of Colonel Jervis, that it is obvious that the different conflicting theories at the Board, which have already produced much inconvenience, will again be brought forward from time to time, and that each party will refer to this Government letter as an authority for their favourite views.

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9. In 1844, at the request of the late President of the Board of Education, Mr. Anderson, I accepted the post which he was vacating. He told me that he had not been able to effect anything himself at the Board but that he thought a great deal was to be done there and he stimulated me to exertion. I was wholly unacquainted at that time with the practical details of education, but being fully impressed with its national importance I dedicated myself to the task cheerfully, and by reading, by cultivating the acquaintance of those most conversant with education in Bombay, and by visiting the different Schools, I endeavoured to make myself master of what had been done in education both in Europe, and in India.

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11. I accordingly drew up a scheme to govern the Proceedings of the Board, and to place the educational efforts of Government both at the Presidency, and in the Mofussil, on a fixed basis. This minute, a copy of which I now subjoin, contains the following enunciation of the principles, which, as I conceive, ought to run through our school system.

"That as it is impossible to convey to the bulk of the people more than the rudiments of knowledge, instruction should be conveyed to them in their Vernacular tongues."

"But as those Vernacular tongues contain no literature in which the exact knowledge derivable fro m European education can be obtained, the only mode open for impro ving that literature, and for carrying out the scope and end (which the Court of D irectors point out) for all our endeavours, *viz.*, the high employment of natives is to give to the upper classes, and to such as are peculiarly gifted, the best English education within our power." (9) *Minute by Sir E. Perry.*(c)

12. This minute was assented to by Colonel Jervis, Dr. McLennan, Mr. Escombe, Juggonath Sunkersett, and Mohammad Ibrahim Muckba, and in order to carry out the views contained in it, the Board proceeded at once to form a Normal Class for the training of Vernacular schoolmasters, and they addressed a Circular letter to the principal Collectors to urge upon each Zillah the importance of having a good English school.

13. In the following year I drew up the report for the year 1845, and embodying the various minutes which I had recorded during the year, I traced the history of Government Education in India.* I pointed out the conflicting theories which had existed. I stated very candidly how ineffective hitherto the Vernacular Education in this Presidency had been, and I pointed out the mode by which the system might be improved (para. 61) and which, as it accords in the main with that now suggested by Government, it would seem might be effectively carried out, and in that Report I again took the opportunity to lay down the principle of our operations as follows:

"The considerations mentioned in the earlier part of this Report, and general experience in India, appear to shew that the higher branches of education can only be taught effectively through the medium of the English language, while on the other hand, the great mass of the population, who have but little time to bestow in school attendance, can derive most readily a portion of elementary knowledge by the means of Vernacular instruction. (Para. 66 of the Report of the Board of Education for 1845.)"

14. In accordance with these principles, we divided the schools of the Presidency into two great classes, Vernacular and English, the former corresponding to the primary schools of Europe, and being intended for the masses, and in so far as being directed to the great majority of the people, "of paramount importance," the latter schools corresponding to the upper schools of Europe, where a superior education to that required for the mere labourer, artizan, or shop-keeper, could be

* *Report of the Board of Education for the year 1845.* A brief but useful summary.

(9) Minute by Sir E. Perry.(c)

obtained. We, at the same time, resisted the desires of our Professors to form a third division, in which the academical education of an English university could be given, because although we were quite alive to the advantages which would accrue from such superior education, we saw by the Professors' own admissions, that there was no class of natives at present forthcoming, over whom sufficient motives operated to induce them to make the necessary sacrifices of time and money to obtain the education in question.

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21. At the same time we have not been insensible to the advantages that may be derived from obtaining translations of useful European works, on which the Governor in Council lays so much stress. The Board of Education drew up a prospectus some years ago at the suggestion of Major Candy, for the preparation of school books on various subjects, and they appointed a Committee to carry it into effect; unfortunately the committee did not apply themselves to the task; Major Candy's time was absorbed in the preparation of the Maharathi Dictionary, and nothing whatever of what the Board had contemplated and suggested, was produced. Subsequently, the Board has requested Major Candy to devote his attention exclusively to translation, and I have had more than one conference with him, as to the feasibility of converting an advanced class of the Sanskrit College at Poona, into a staff of translators acting under his orders. The Board has also adopted every suggestion that has been brought forward for the purpose of giving further cultivation and encouragement to the Vernacular languages, and one of the last steps in this direction was the carrying out a proposal of mine, to bring down a very able Brahmin Sanskrit scholar from the Poona College to Bombay, in order to place the Vernacular Department in the Elphinstone institution under his care.

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23. For in stating, at the length I have done, the operations of the Board, and in sometimes describing them as they were, *viz.*, as the acts of the Board, and sometimes as the opinions of the European members, I have studiously kept in the back ground the fact that Colonel Jervis evidently does not think that they are sound, and that a continued undercurrent of opposition will be found to run through our proceedings for the last four years.

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26. And I am inclined to think, from the disparaging tone in which Colonel Jervis always speaks of the employment of the English language as a medium

of the instruction to natives, from his formation of a class of Engineers whom he taught himself with great zeal, and at some expense, whilst Professor Pole was teaching under the orders of Government a similar class in the English language, (and who was very much annoyed at a sort of rival class being instituted under the auspices of a member of the Board) from his wish to castrate the Report of 1845 of all those passages wherein the employment of English for superior education was advocated, and above all from his frequent quotations of the distinguished Sanskrit scholar, Horace Wilson who, as I have shewn before, is the strenuous advocate of the learned languages of the East, Sanskrit, Arabic, and Persian,—I say, I deduce from all these facts that Colonel Jervis conceives that English should not be the medium for conveying superior education at all, but the oriental tongues I have metioned. *(9) Minute by Sir E. Perry.*(c)

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(Signed.) E. PERRY.

(10) Extract from a minute by the Hon'ble J. P. Willoughby, dated 12th January, 1850.

I now proceed to offer some observations on the Board of Education's Annual Report for 1847 and 1848, and first I remark with regret that in the discussion among themselves the Board complain of the interference of Government as if it had been exercised in a vexatious and uncalled for manner. I fear however that the Government must be held liable to the opposite charge and that the remarks I am about to submit, will prove that it has not sufficiently enquired into the system pursued for the diffusion of useful knowledge among the natives, and the fruits it is yielding. At all events I am quite confident we have acted upon a principle approved of by the Board itself, namely, we do not interfere with details, but only " when some general principle or glaring defect requires to be pointed out." *(10) Minute by J. P. Willoughby.*

I concur generally in the Right Hon'ble the Governor's remarks in his minute of the 9th September last ; I would however express more decidedly that, in the opinion of Government, too much attention is at present paid to English, and too little to Vernacular instruction and that our Educational funds are too unequally apportioned between these two branches of Education. I consider this desirable, because there can be no doubt that the Government letter of the 5th April 1848 was intend-

(10) Minute by J. P. Willoughby.

ed to convey this opinion, under the conviction entertained by all practical men that instruction can only be imparted to the mass of the population of this country through the medium of their own languages. Our letter, however, has evidently not been so interpreted by the learned and zealous President of the Board of Education.

Although, on paper, there may seem to be but little difference of opinion between Sir Erskine Perry and Colonel Jervis as to the most efficient system of native Education, it is manifest that the former has a strong bias in favour of the English Medium and the latter an equally strong bias in favour of the Vernacular.

On a former occasion, I recorded an opinion coinciding generally with Colonel Jervis's views, and in support of them it may be stated that they correspond with those constantly and emphatically avowed by almost all the distinguished men who have taken a part in the administration of India, at least during the present century With these views are associated the honored names of Elphinstone, Munro, Malcolm, N. B. Edmonstone, Macnaghten, Prinsep, Thomason, Clerk, Pottinger, Horace Wilson, James Mill, Hodgson, Launcelot Wilkinson, Maddock, Parish, Reid and numerous other persons of minor celebrity. It is indeed extraordinary that any difference of opinion should have arisen on the subject, for it seems to me to be perfectly chimerical to suppose that a sound and practical education can be imparted to a large body of the natives of India speaking so many different tongues and dialects through the medium of a foreign and very difficult language.

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But the question involved in the controversy which has arisen between Sir E. Perry and Colonel Jervis as to whether the medium of the English or of the Vernacular language is best adapted for the diffusion of Native education was I find aised in 1824, by Mr. Warden then a Member of Government. This is fortunate, for in consequence, we have the light of Mr. Elphinstone's knowledge and experience to illumine our path in the following remarks. "The great defect it appears to me of Mr. Warden's plan, is, that every improvement among all classes of the Natives is to be postponed until they shall have acquired English. I am very desirous that every means should be taken to diffuse the knowledge of that language, but I have no hope that it will ever become at all general. If in the course of half a century ten or twelve men of learning were to study English in the manner proposed, and to translate some of our best books in into some Eastern language, my expectation would be fully equalled, and the benefit to India would be beyond calculation. That

English will ever be so generally known, as to be the instrument of diffusing knowledge through all ranks, may be wished, but certainly should never be calculated on." *(10) Minute by J. P. Willoughby.*

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But to revert to the subject of Vernacular education, I would now enquire why, when a boy is admitted into the English College or School, should instruction in his mother tongue cease ? Why, in fact, should not the study of English and the Vernacular *be combined,*—a system which I understand has been successfully introduced into the plan of Education pursued in the Hindu College at Calcutta. By compelling the student to give his undivided attention to the new language, there must be great risk of his losing the knowledge, at the best but superficial, he had previously acquired of his own language. I see no reason for this, but on the contrary, think the study of both languages, being proceeded with *pari passu*, would in several respects be exceedingly advantageous to the student. Indeed, I am happy to observe, that the system of combined instruction has recently been introduced here, though not to the extent which appears to me advisable ....

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Sir Erskine Perry observes that " the prospects of education were never so flourishing at this Presidency as they now are, under the present system, and at the present moment." I fear that this opinion is not borne out by the facts I have commented upon drawn from the Board's own reports. The Vernacular schoolmasters are as indifferent in qualifications as in Mr. Elphinstone's day. The attempt made in 1845 to create a better class has entirely failed and has for the present been abandoned. No material progress has been made in addition to the small amount of Vernacular literature of this part of India, or in increasing the number of useful school books. Sir Erskine Perry states " at the same time the Board is not insensible to the advantages that may be derived from obtaining translations of useful European works. They drew up a prospectus at the suggestion of Mr. Candy for the preparation of school-books on various subjects, and appointed a Committee to carry it into effect ; unfortunately the *Committee did not apply themselves to the task* Major Candy's time being absorbed by his Marathi Dictionary.".....

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Sir Erskine Perry has very justly observed, " but the great principle which I maintain, as established beyond all question, is, that the first object in Government

(10) Minute by J. P. Willoughby.

education is to obtain an efficient class of school-masters." But according to his views, such a class of schoolmasters is only to be trained by an English Government through the medium of English language. "If the Government desire that the Government Verancular schoolmasters shall inspire respect in the community, it is evident that it must follow from the quantity of useful information which he is enabled to impart to his fellow-countrymen........"

From the above it appears, that the learned President argues in favour of instruction in English from the impossibility of making intelligible translations. On the other hand, might not the impossibility be urged, of procuring English instructors in sufficinet numbers, or if these were obtained, of getting hearers for them from among the natives ? but the first assumption has already been disproved by Colonel Jervis, Dr. McLennan, and others and had the creation of a Vernacular literature been encouraged in the manner suggested by Mr. Elphinstone, we should not now have to lament so much its present admitted poverty. Most will admit that although the knowledge we desire to impart must be derived from English literature, it cannot be generally diffused except through the Vernacular languages. Most also will admit that while the ordinary school education, or that education which can alone be bestowed on the great majority of the people must be conveyed through the same medium, the superior branches of education, and modern science, can only be communicated to the few through the English language. The practical difficulty which arises is, when the one school ceases and other commences. This is not very easily determined, but in my humble opinion it should be made to depend on the extent to which the Vernacular literature can be enriched by translations from European literature. In other words when we possess equally good class books in both languages, the Vernacular should be preferred, because the knowledge they contain, would, through this medium, be more extensively diffused............

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J. P. WILLOUGHBY.

(11) *Minute by the Hon'ble Mr. Bethune, dated 23rd January 1851.*

(11) Minute by J. E. D. Bethune.

The question which has given rise to such animated discussion at Bombay and nearly led to the resignation by Mr. Erskine Perry of the office of President of the Board of Education there, is not exactly the same by which the friends of Native Education in this Presidency were divided in Mr. Macaulay's time. The struggle here was whether the provisions of the Act of Parliament of 1813 for "the revival

and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in "India" could be most effectually fulfilled by instruction given through the medium of English, or of Sanskrit, Persian or Arabic; all being (with some exception in favour of Sanskrit) alike foreign to the language of the people where improvement was contemplated. The essence of the Bombay dispute appears on the face of it to be in the conflicting claims of English and the Vernacular dialects of that part of India; but there is also another important question behind that.

(11) Minute by J. E. D. Bethune.

I have never neglected any opportunity of inculcating the importance of inducing the students of our college to cultivate also their native language; but I have addressed these exhortations to our English scholars; firmly believing that it is through them only that we can expect to produce any marked improvement in the customs and ways of thinking of the inhabitants of India. I am therefore alarmed at the doctrine openly professed by Mr. Willoughby and concurred in by the Government of Bombay that "he ranges with those who think that our object should be to impart a moderate degree of useful knowledge to the masses throughout the Presidency, rather than that our efforts should be exclusively directed to train up a few first rate scholars in the schools at Bombay." In another passage duly following this in the same minute, he seems to consider the main purpose of our schools to be the training up of "good *Manchetdas*, good Moonsiffs, good village accountants, good police *pestells* and a host of other minor native functionaries" "for the public service." I entirely dissent from this doctrine. I believe it to be equally opposed to the sentiments entertained by the most enlightened among our predecessors who have devoted their zeal and talent to the cause of native education, and to the instructions of the Hon'ble Court. I see the reasonable grounds that there are for hoping that, by the hold which the English ideas are gradually gaining of our most advanced students, we may, in the course of another generation at farthest, have the powerful support of a numerous native party in urging us on to attack and alleviate some of the most prominent social evils of the country. The great curse of caste, infant marriages, polygamy and the enforced celibacy of widows, with all the crimes and abomination that follow in their train, are mainly supported by superstitions which melt away, like snow before fire, when brought into direct contact with European knowledge and this work is being gradually but surely done in our Bengal schools and colleges. A native convert of high respectability and consideration said to me soon after my arrival in India "the best Missionary institutions are the Government schools," and every thing I have since seen confirm-

(11) Minute by J. E. D. Bethune.

the profound truth of that observation, in which I am now glad to learn from the papers sent to me, Mr. Mount Stuart Elphinstone concurred.

It would be unreasonable to desire greater progress than is now being silently effected by the system adopted on this side of India, through our four colleges at Calcutta, Hoogly, Kishnaghur and Dacca with their affiliated schools. I hoped and believed that a similar system had been introduced in the Bombay Presidency by the establishment of central English schools, aiming at a high standard of proficiency, not only in Bombay, but also in some of the principal towns of the presidency, such as Poona, Surat, Ahmedabad and others.

It seems that there are only eight English schools subordinate to the Board of Education throughout the Bombay Presidency, and the inference to be drawn from the Government's letter to the Board dated 24th April 1850 is that they would look with more satisfaction on a diminution than an increase of that number. The printed report does not shew in detail in the manner adopted by us, what is the course of study followed in these schools, but from various incidental remarks contained in the several minutes of those who have taken part in the discussion, I should be led to infer that their standard is very far inferior to ours. Colonel Jervis says (Rep. p. 83) " experience shews that natives who speak English well, and can even write it with tolerable accuracy, cannot read and understand the commonest English work : " and Mr. Willoughby states (Rep. p. 138), that, in answer to his question, " of the number in the English schools (1855) how many, by estimate, can interchange ideas with, and understand their European masters and teachers?" he obtained from an authentic source the following answer " there are in the college classes 56, and in the upper schools 164, total 220, who can understand, with more or less facility, what is said to them in English. The number of those " who can speak English with any fluency is very much smaller." It is scarcely necessary to say what a very different state of cultivation of English this account discloses from that which we witness in Bengal where not only our advanced students read and speak English with as much fluency and correctness as Englishmen themselves, but where a continually increasing class of educated natives employ the English language by choice in their communications with each other, even in matters relating to their own families and most confidential affairs. It is also a significant fact that the fee in the Elphinstone Institution is only one rupee monthly, and in the other English schools eight annas, whereas in the Hindu College of Calcutta the monthly fee is eight rupees and two rupees are paid even in the lower classes of the collegiate branch school, which is now entirely independent of Government support, furnishing in the last year nearly 10,00

(11) Minute by J. E. D. Bethune.

rupees from fees alone paid by 440 students. The conclusion that I draw from this comparison is that, instead of agreeing with Mr. Willoughby and the Bombay Government (Rep. p. 135) " that too much attention is at present paid to English instruction," I am inclined to suspect that much more attention ought to be paid to it, in order that there may be any reasonable expectation of deriving from it any practical advantage, and I deprecate the intimation conveyed in the Government letter to the Board (5 April 1848), that, for the future, they must not devote even so much attention to the study of English as they have done, but must treat it as of secondary moment to the communication of knowledge in the Vernacualr. I think the indication of such opinion held by the Bombay government of sufficient moment to make it desirable that the Government of India should intimate to the Hon'ble Court that they have drawn its attention, and express its own opinion on a question, the right solution of which is fraught with consequences of such immeasurable importance to the welfare of the whole Indian empire.

J. E. D. BETHUNE.

The 23rd January 1851.

CHAPTER II.

THE BEGINNINGS OF FEMALE EDUCATION.

Early neglect of female education.

Prior to the receipt of the Despatch of 1854 from the Court of Directors, female education was not recognised as a branch of the State system of education in India. The attention of the authorities does not appear to have been directed to the subject until many years after they had adopted definite measures for the education of boys. The education of girls was left entirely to the fostering care of individuals and private societies. This is evident from the fact that in none of the general despatches relating to educational matters submitted to or received from the Court of Directors during the first half of the century is there any reference to the education of Indian girls and women. It would seem from the extracts reprinted below that the authorities both in England and in India were of opinion that any attempt to introduce female education, when there was no demand for it, might be regarded by the people as an interference with their social customs.

(iii).—*Extract from Fisher's Memoir published in the minutes of Evidence taken before the Select Committee of the House of Commons in 1832.**

"In June 1825, a society of ladies (The Calcutta Ladies' School for Native Females) united for the promotion of female education in Calcutta and its vicinity, applied to the Government for the sum of 10,000 rupees to enable them to purchase a spot of ground on which to erect a Central School. The members of the Council present, Messrs. Harington and Fendall, resolved to comply with the request; but the Governor General having, as his Lordship afterwards stated in a minute, ascertained that it had been publicly avowed in the hearing of many native gentlemen that the object of the ladies' society was the propagation of the Christian religion, interposed his authority, and the grant was negatived. Minutes were recorded by the several members of Council on this occasion, stating their respective opinions,

* See Selections from Educational Records, Part I, p. 185.

Plate 2.

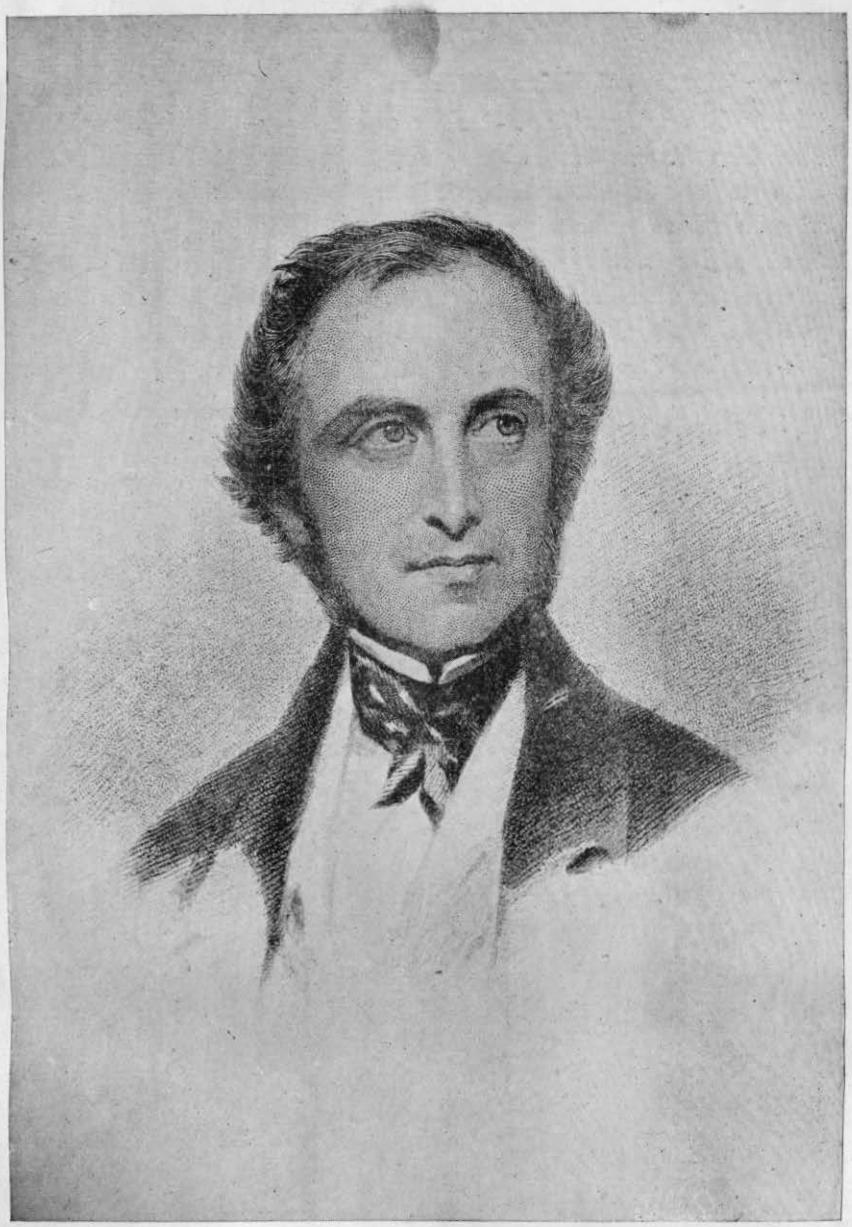


Photo.-Mech. Dept., Thomason College, Roorkee.

THE HON'BLE Mr. J.E.D. BETHUNE,
President of the Council of Education, 1848-1851.

and the subject was referred to the Court of Directors, whose decision was confirmatory of that which had been passed by the Governor General."

Early neglect of female education.

The following is an extract from the minutes of evidence of the Revd. James Hough taken in July 1832 before the Select Committee of Parliament regarding the schools in Tinnevelly of which he was in charge :—

(*iv*) (1) " One very important feature in these schools remains to be noticed ; it was for many years considered impossible to prevail on the natives, the Hindus, to allow their females to be educated."

The following extract is taken from the evidence of Sir C. E. Trevelyan before the Parliamentary Committee of 1853.

(*v,a*) *Q.*—Do you believe that the feeling of hostility to female education which exists in the Hindu mind arises from the nature of their literature or from the general notion existing amongst all those nations that the women ought to occupy a subordinate condition ?

A.—I think that the primary and main reason is that in order to keep the women in subjection and seclusion, it is necessary to keep them ignorant.

(*v,b*) From the evidence of Rev. J. Tucker, B. D. (Madras).

Q.—Will you state to the Committee what your view is as to the question of female education in India ?

A.—As regards the Government, I believe it has been wholly disregarded hitherto, till Mr. Bethune went out. The Governor General has taken up Mr. Bethune's school, but I am not aware that the Government has rendered any assistance as a Government.

Q.—What attempts have been made by the natives themselves in that direction?

A.—None whatever ; they are as a body rather opposed to the education of their females.

(*v,c*) An extract from the evidence of J. C. Marshman, Esq. (July 1853).

Q.—Is there any provision made for the education of one half the inhabitants of British India, namely, the female sex, by any plan of Government education?

A.—I can only speak with reference to the Bengal Presidency ; and I think there is only one school under the auspices of the Government, appropriated to the education of females, namely, the school that was established by the late Mr. Drinkwater Bethune, to which, I believe, he devoted, of his own personal funds, the sum of £10,000. That is within the last three years.

Early neglect of female education.

Q.—With that solitary exception, which at present can be scarcely said to be a Government institution, is there any provision made by the State for the education of any one female in British India ?

A.—There certainly is none in the Bengal Presidency.

Q.—Is there any home morality likely to be taught them in the absence of such instruction in morals as may be given in a school ?

A.—The Hindus keep their females so secluded, that it is very difficult for us to ascertain what is the character of the impressions which are conveyed to them ; but as they have no education whatever and are brought up in a state of entire ignorance, this must lead to a considerable degree of demoralisation.

(*v,d*) The extract below is from the evidence of Lieutenant-Colonel William Jacob (Bombay), August 1853.

Q.—Do the Government schools take any cognisance of one-half of the population of India, namely the female sex ?

A.—None on the western side of India. Although a letter was published two years ago by one of the Secretaries to the Government of India to the effect that where any portion of the natives desired female education, the Government institutions were to embrace females, I do not think as yet a single female has come under the Government system of education in Western India.

Initiative taken by private societies.

The initiative in the matter of female education in India was taken by missionary societies in the three presidencies of Bengal, Bombay and Madras. The earliest efforts of the members of those societies were directed towards the instruction of the children of the Christian converts only. Encouraged by the success of their attempts in this direction, they set up institutions for the education of non-Christian girls also. The example of the missionaries was followed by a few associations or societies as well as by individuals, both official and non-official. Information regarding the early history of the progress of female education in India has, therefore, to be sought in the annals of missionary and other societies, in the memoirs of individual workers, and in the reviews and magazines of the time. There are hardly any official papers bearing on the subject which deserve publication. Extracts from a few unofficial publications which are now out of print are, therefore, given.

The Calcutta School Society was formed in January 1819. The following quotation from its first report shows that female education was included in its programme of work. *In Bengal.*

(*vi*) "Nothing will be wanting to their successors in future years but funds and personal exertions to carry the benefits of the Society to an indefinite extent. *Adult and female education.* The extension and improvement of the indigenous system, etc. * * * * are all objects of great importance to be vigorously pursued in the metropolis and its vicinity."

The following extracts are reprinted from "A Biographical Sketch of David Hare by Peary Chand Mitra," a book now out of print.

(*vii*) "At the next Annual Meeting of School Society on the 2nd May 1821, the Reverend Mr. Keith made some remarks on the importance of female education, when the Chief Justice stated that he had the gratification to know that some natives were to be found of the highest respectability, who were giving their attention to the subject; and in some instances privately endeavouring in their circles to give effect to these designs for the instruction of their females." The second report for 1820 states that five regular schools had been established, and that Mr. Hare's School at Arpooly was 'literally conducted at his own expense.' It, 'having the advantage of his personal superintendence,' prospers. At the annual examination, the advanced pupils of the indigenous schools, the Society's scholars of the Hindu College, and the Bengali girls belonging to a school established by the Juvenile Society for the support of Female Bengali schools, were collected and received presents. As regards the promotion of English education, the Society sent 30 boys to the Hindu College for the purpose of receiving a higher education there. The 3rd Report is dated 9th March 1824 and embraces 1821-23. In 1822 there was a public examination. The Report states that "the business commenced with a very interesting examination of about 40 poor Bengali girls, belonging to the Female Juvenile Society."*

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"We have alluded to the Calcutta Juvenile Society for the establishment and support of Bengali Female Schools. It was established before 1820. There was great difficulty in getting native teachers. The Reverend W. H. Pearce, the Pre-

* Rajah Radhacaunt in his Report says "several native girls educated by the Female Society were also examined, whose proficiency in reading and spelling gave great pleasure, and the whole conduced very much to the satisfaction of the company."

In Bengal. sident, says "that in April 1820 a well qualified mistress was obtained, and thirteen scholars collected, and by degrees the Society has been privileged to witness the encouragement not so much from the little that has been effected by its own exertions, as from the view it presents of what it is possible for females in India to accomplish by more vigorous and extended co-operation in communicating knowledge and happiness among the benighted millions of their own sex who surround them." The Society proceeded to establish female schools in Shambazar, Jaunbazar, Intalli, &c. About this time Rajah Radhacaunt offered the Society the manuscript of a pamphlet in Bengali, 'The Stri Siksha Vidhayaka' on the subject of female education, the object of which was to show that female education was customary among the higher classes of the Hindus, that the names of many Hindu females celebrated for their attainments were known, and that female education "if encouraged will be productive of the most beneficial effects." The Committee of the Calcutta Juvenile Society received the manuscript and determined on printing it. The Rajah not only held out this encouragement to female education but used to examine girls and boys at the examinations which were periodically held at his house. We have already mentioned that female education was one of the objects of the School Society. This object was being promoted by the Bengal Christian School Society formerly denominated the Calcutta Female Juvenile Society, and it appears that the name was changed into the Ladies' Society for Native Female Education, to which David Hare was a subscriber, and he encouraged native female education by his presence at the periodical examinations which were held. The British and Foreign School Society of London had written to the Calcutta School Society to send out an eminently qualified lady "for the purpose of introducing a regular system of education among the native female population," whom they might not engage if circumstances did not authorize their doing so. The lady alluded to was Miss Cooke afterwards Mrs. Wilson. The School Society had not funds enough to engage the services of Miss Cooke; she accordingly made arrangements with the Church Missionary Society and zealously promoted female education in Calcutta and elsewhere. The Ladies' Society for native female education formed in 1824, made over to the Church Missionary Society, the native female schools, of which Mrs. Wilson took charge, but the Ladies' Society for native female education was continued as a deliberative body, and there were several native subscribers to the society. The foundation stone of the Central School was laid on the 18th May 1826 on the eastern corner of Cornwallis Square to which Raja Buddinauth contributed 20,000 rupees. It appears that from 1824 the Hindu girls ceased to be present at the examinations held at Rajah Radhacaunt's."

The extracts reprinted below are taken from a book named "Hindu Female Education" by Priscilla Chapman published in London, in 1839. *In Bengal*

(*viii*) "In 1823 the number of schools* was increased to twenty-two, and of scholars to four hundred."

"The Marchioness of Hastings afforded great encouragement to the estabishment of these schools; she not only patronized the commencement, but gave work to be done by the children, and a few days before her departure from India, visited in person most of the schools, inspected the classes, commending those who had made the greatest proficiency, and encouraged them by rewards. The parents were much attracted by her ladyship's goodness in visiting lanes and gullys, where Europeans are scarcely ever seen, and won by her kind and condescending notice of their children. On June 23, a general examination of the first and second classes of all the female schools took place at the Mission House at Mirzapore."

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"The Ladies' Society for Native Female Education in Calcutta and its vicinity* of which the Right Hon'ble Lady Amherst, consented to be Patroness, was formed in March 1824, and in the month of June, the corresponding committee of the Church Missionary Society made over to their charge the native schools for girls; the superintendence of which remained undisturbed in the hands of Mrs. Wilson, late Miss Cooke. Her husband, the Rev. J. Wilson, being a missionary in connexion with the Church Missionary Society resident at Mirzapore, was well qualified to render her every valuable support in the work. The second public examination of the schools, then numbering from four to five hundred scholars, was held in December, 1824, at the vestry room of the old church. The scene was striking, and many of the women and children evinced a proficiency truly astonishing, when the obstacles they had to surmount were considered. The first classes read the New Testament not only with facility, but with evident comprehension of its meaning; specimens of their needle work and writing were exhibited, and both surpassed the most sanguine expectations, that could have been entertained when the work was first commenced. After the examination, suitable rewards were distributed, and a variety of contributions were disposed of amongst the visitors, the proceeds being set apart for the erection of a central school. This was the first sale held

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*_i.e._, in Bengal.

In Bengal.

in Calcutta for the benefit of the Ladies' Society. The foundation stone of the Central School was laid on the 18th of May, 1826, on the eastern corner of Cornwallis Square, in the district of Simla, being in the centre of the thickest, as well as the most respectable Hindu population. A brass plate having the following inscription, was deposited with the usual ceremonies.

CENTRAL SCHOOL FOR THE EDUCATION OF NATIVE FEMALES, FOUNDED BY A SOCIETY OF LADIES WHICH WAS ESTABLISHED ON MARCH 25, 1824.

PATRONESS:

THE RIGHT HON'BLE LADY AMHERST.
GEORGE BALLAND, ESQ., Treasurer.
MRS. HANNAH ELLERTON, Secretary.
MRS. MARY ANN WILSON, Superintendent.

This Work was greatly assisted by a liberal donation of sicca rupees 20,000 from RAJAH BOIDONATH ROY BAHADUR.

The foundation stone was laid on the 18th May, 1826, in the seventh year of the reign of His Majesty King George IV.

The Right Hon'ble William Pitt, Lord Amherst, Governor General of India.

C. K. Robinson, Esq., Gratuitous Architect.

* * * * * *

"On the 1st of April, 1828, Mr. and Mrs. Wilson took possession of the Central School, and commenced with fifty-eight girls. Mrs. Wilson had succeeded in drawing the nineteen small schools into three large divisions, and in these divisions the number of childern was two hundred and fifty. It was on the 17th December 1828, that the first examination was held at the Central School. There was one class of teachers or monitors consisting of twenty-five native females; young as they were, they were all either widows or forsaken by their husbands: they had been educated in the schools of the Society, and when they became destitute, they had recourse to Mrs. Wilson, who was thus able to employ them in the service of their country women."

"In December 1829, Miss Ward, who had joined Mrs. Wilson from England, to assist in her labours, and was left in charge of the Central School, (during Mrs. Wilson's temporary absence to the upper provinces, seeking, with the benefit of

her health, the further extension of operations) gives the following report. The daily attendance of the girls is from one hundred and fifty to two hundred, divided into twenty classes, four of which comprising fifty girls, are reading the Acts, St. Mathew's gospel, and Pearce's geography, they also write upon slates from dictation; six other classes containing sixty girls, read the Bible History and other elementary books; the other ten classes spell on cards, and learn the alphabet." *In Bengal.*

"In immediate connection with the Ladies' Socitey, and on the same plan as the Central School, in Calcutta and its neighbourhood, are the following schools:—

	Girls.
Mirzapore, under Mrs. Sandys	50
Circular Road Association, chiefly intended for Mussulmans	90
Howrah, under Mrs. Hampton	90
Culna, under Mrs. Alexander	80

Kishnugger, Nuddea, Burdwan, and Alipore are closed, no efficient superintendence being available.

"On the Mission premises, at Burdwan, Mrs. Weitbrecht assembles forty heathen girls for morning instruction, with her Orphan children."

"There are local associations in correspondence with the Society,

	Girls.
At Benares, under Mrs. Smith	68
At Allahabad, under Mrs. Hepworth	33

"Thus about 800 heathen children are receiving Christian instruction, upon the principles already detailed.

"The Serampur Mission which has from the first zealously advocated the cause of the female population of India, maintains a school for one hundred heathen girls. The Rev. W. H. Pearce, of the Baptist Mission, was early occupied with this branch of the work, and missionaries of other denominations have collected children."

The extract below is reprinted from Mr. W. Adam's first report on the state of education in Bengal. It was submitted to Government in 1835.

(*ix*) "*Native Female Schools.* The first attempt to instruct Native girls in Calcutta, in organized schools, was made by the Calcutta Female Juvenile Society, which has subsequently assumed the name of the Calcutta Baptist Female Society for the establishment and support of Native female schools. The thirteenth report, dated 1834, is now before me, from which it appears that there is one school

In Bengal.

in Caclutta, containing from 60 to 70 scholars; another at Chitpore, containing 110 to 120; and a third at Sibpore, in which twenty children of Native converts are instructed. The schools are superintended by a Committee of Ladies, and the teachers are Native women, formerly in some instances scholars. The girls are taught reading, spelling and geography, and much attention is given to religious instruction. In the Chitpore school writing is also taught, and in the Sibpore school six of the Christian girls have begun to learn English.

"An examination of a number of Bengalee girls belonging to the school instituted by the above mentioned Society, on the occasion of a public examination of the Calcutta School Society's schools, attracted the attention of the last-mentioned Society to the subject of female schools, and in the report of 1820 it is stated that, although attempts to promote female education are highly approved, yet as members of an Association composed jointly of Natives and Europeans, the former cannot be expected to act all at once upon the suggestions of the latter, militating against opposite sentiments of very long standing, and it was, therefore, determined that the time had not yet arrived for direct endeavours by the Society to establish Native girls' schools under female teachers. The British and Foreign School Society, however, in consultation with the Calcutta School Society's Agent, Mr. Harington, and with Mr. Ward of the Serampore Mission, both then in England, opened a subscription for the outfit of a mistress to be sent to India, qualified to instruct females born or bred in this country in the Lancasterian method of mutual instruction, that they might afterwards diffuse the system throughout the country as opportunities offered. Miss Cooke (now Mrs. Wilson) accordingly arrived in November 1821, and as the funds of the Calcutta School Society were inadequate to her support, her services were engaged by the Corresponding Committee of the Church Missionary Society, and in connection with that Committee she gradually extended her labours until she had, in 1824, twenty-four schools under her superintendence, attended on an average by 400 pupils. In that year the Corresponding Committee relinquished the entire management and direction of their female schools to a Committee of Ladies who formed themselves into a Society called the Ladies' Society for Native Female Education in Calcutta and its vicinity. Subsequently the number of schools was increased to 30, and that of the pupils to 600, but instead of still further multiplying the number of schools, it was deemed advisable to concentrate them, and a Central School was built for that purpose and occupied in 1828, since which the efforts of the Ladies' Society have been chiefly confined to that sphere of labour. An allowance is made of a pice a head to women under the name of hurkarees, for collecting the children daily and bringing them to school, as no respect

able Hindu will allow his daughters to go into the street except under proper protection. The school numbers 320 day-scholars, besides 70 Christian girls who live on the premises. The latter are orphans, and most of them have been collected from the districts south of Calcutta that have recently suffered from inundation and famine. Together with these, 40 poor women have been admitted by Mrs. Wilson to a temporary asylum who are all learning to read and receive daily Christian instruction, and are at the same time employed in various ways to earn in whole or in part their own living. In connection with the Ladies' Society, there is also a girls' school on the premises belonging to the Church Missionary Society in Calcutta. The number of pupils fluctuates between 50 and 70. Spelling, reading, writing, needle-work, and religion are the subjects in which instruction is given. Many of the scholars have become teachers. Native ladies of the most respectable caste in society have both sent their daughters, and in some instances have themselves expressed anxiety to obtain instruction. The system of instruction pursued is also stated to have met the express concurrence and approbation of some of the most distinguished among the Native gentry and religious instructors. The majority of the more respectable Natives, however, still continue to manifest great apathy concerning the education of their daughters." *In Bengal.*

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"There are three schools connected with the London Missionary Society in Calcutta. In a school situated in the Thunthunnya Road there are 45 scholars; in the Creek Row school 25; and in the Mendee Bagan school 28; in all 108. In these schools the girls are taught reading, writing and arithmetic, besides plain needle-work and marking. In order to assist in supporting the schools, it is intended to receive plain work, to be charged at a very moderate rate.

"It has already been mentioned that 70 orphans are lodged and educated in the Central School belonging to the Ladies' Society for Native Female Education; and it is now proposed to build a suitable separate establishment for the reception of one hundred Native orphan girls. It is intended that these children shall receive a good plain education both in their own and in the English language, be trained to the habits of industry and usefulness, and remain in the institution until they marry. A public subscription has been opened and it is contemplated to purchase ground on the bank of the river, four or five miles north of Calcutta, where land can be bought comparatively cheap." [pp. 34-35.]

The agencies by which the missionary bodies tried to promote female education may be classed under the following three heads, *viz.*,

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(1) day schools for girls, (2) boarding establishment for orphans, (3) domestic instruction in the families of the middle and higher classes.

The following extracts bearing on the two last mentioned agencies are reprinted from an Article on Native Female Education in the Calcutta Review for July 1855:—

(*x*) "*II. Orphan Homes.* We have now to pass to the examination of another class of institutions; and we cannot better do so than by resuming our brief sketch of Mrs. Wilson's procedure. We gather from Mrs. Chapman's narrative, that almost from the opening of the Central School, Mrs. Wilson, from time to time, had girls made over to her. One widow, through the pressure of poverty, desired to be freed from the burden of maintaining her daugther; another, having a child at the point of death with cholera, brought her to the school in order to get medicine, and on her recovery, made her over to those who had been instrumental in saving her life; a third girl having embraced Christianity, and been cast out by her relatives, sought and found refuge in the Central School; others having been left destitute by the death of their parents, had recourse to the same refuge. Thus, in various ways, a considerable number of destitute children were brought under the care of Mrs. Wilson, so that ten years after her arrival, (as we understand from Mrs. Chapman's statement, which is not quite clear), or four years after the opening of the Central School, she had twenty girls under her care, who were lodged, fed, clothed and educated, and for whose support she depended upon the special subscriptions of her friends. The inundation of 1832-3, and the famine produced by the destruction of crops, and the pestilence engendered by the malaria evolved on the subsidence of the waters, made many childless parents, and many orphan children. Of the latter, the orphan girls, it was Mrs. Wilson's privilege to rescue many, and the blessings of those that were ready to perish came on her."

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"As the inundation of the Lower Provinces in 1832 laid the foundation of Mrs. Wilson's orphan establishment, so the famine in the Upper Provinces in 1834 tended to rear it. Forty-two girls were sent from Allahabad, of whom thirty-nine arrived in life—but little more; for sixteen of them, or 41 per cent., died after their arrival. From various quarters the number of the orphans was increased, and we learn from Mrs. Chapman that in 1836 the number of children in the institution was 108. For them there was far too scanty accommodation in the Central School premises, which

had never been designed for such a purpose; and there were other reasons also why Mrs. Wilson wished to remove them from the Central School." *In Bengal.*

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"She accordingly took steps for procuring the means necessary for the foundation of an orphan refuge. A site was procured at Agurpara, about five miles from Calcutta, and the means of raising a suitable building were not wanting, although they were supplied from day to day in such a way as to test the faith of the energetic founder. To this station Mrs. Wilson (now a widow) retired with her charge in October, 1836; and here she continued for several years, until a change in her religious views induced her to quit the Society with which she had been so long associated, and had laboured so strenuously and so well."

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"Such institutions have, as we have said, been established all over the country, in connexion with the various Missionary bodies, and are generally superintended by the wives of the Missionaries. But there are two in Calcutta that require special mention, as having Missionaries specially set apart for their superintendence. They are those of the Established and the Free Church of Scotland. As early as 1838, Mrs. Charles, the wife of the Revd. Dr. Charles, then senior chaplain of the Scottish Church in Calcutta, had collected a few orphan girls, who lived in her compound, and were fed, clothed, and educated, we believe, at her own expense. Afterwards, on Mrs. Charles's leaving India, the orphans were transferred to Mrs. Macdonald, the wife of the late Rev. John Macdonald, one of the Missionaries of the Church of Scotland. A Society of Ladies in Scotland having been formed for the promotion of Female Education in India, we think it was in 1840 that their agent, Miss Laing, arrived in Calcutta, and assumed the superintendence of the orphans. Two years later, the numbers having considerably increased, she was joined by Miss Saville; and they two jointly superintended the institution till the "disruption" of the Scottish Church in 1843."

Domestic Education. "Several native gentlemen have, from time to time, employed governesses in their families, and the result has been such as to afford grounds for sober hope that systematic efforts in this direction would not be unrewarded. In some cases a good elementary education has been imparted; in others, failure has ensued from such obvious causes, that the failure is only a lesson for the future."

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In Bengal.

" This is not with us a new subject. More than fifteen years ago the present writer propounded the necessity and possibility of a scheme of domestic instruction in a Calcutta periodical. At that time he submitted a series of questions to each of two persons, and published their answers at length. When we name Mrs. Wilson, of whom we have already said so much in the course of this article, and the Rev. Krishna Mohun Bannerjya, we have said enough to show how strongly their opinions fortify our own, in so far as they coincide with it, and enough also to justify our transferring their answers to our pages. We therefore offer no apology for extracting their answers, as they were furnished to us and published in the Calcutta Christian Observer, for March, 1840 :—

Questions proposed to Mrs. Wilson, with her answers—

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" 11.—Have the kindness to detail all that you know of what has been done in regard to private female education, stating whether the experiments have been made under favourable circumstances, and what have been the results ?

Coming out as I did to the lowest of the low, my ardent desire was, and still is, to teach the Bible to the many who had none to care for their souls, leaving the few in higher life to others. Still, whenever I have met respectable natives, I have always urged their duty and my readiness to assist them, in this important work and many a fair promise of *calling Committees* and consulting together, &c., &c., have been made, but which at the moment they had not the slightest intention of keeping.

Seventeen years ago a native gentleman asked for a 'Lady teacher' for his females ; one went regularly for a few months ; after which he called again on the gentleman to say he must give it up, as he could not bear the continual taunts he had to endure from Brahmans and other friends for allowing a Christian lady to enter his house.

Eleven years since another high family received instruction for above a year from a Christian female, when domestic affliction caused the family to withdraw from all Christian intercourse."

QUESTIONS PROPOSED TO THE REV. KRISHNA MOHAN BANNERJEE WITH HIS ANSWERS.

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" 4.—Do you suppose that at present, but for this custom any considerable number of the respectable natives would permit their female relatives to be educated ?

Many Hindus of respectability are, I know from personal observation, very desirous in the abstract of instructing their females. They see the palpable benefits which education had conferred upon their Western sisters, and often wish they could boast of such accomplished wives and daughters as those of their European neighbours. So that I think many would instruct the female sex, if their reputation and perhaps caste were not at stake. But as female improvement would materially increase their expense, (because they would lose to a certain extent many servants and handmaids, if their wives and daughters were capable of higher employment, and disrelished the drudgery of the house), I cannot say to what length their insufficient salaries may not teach them the policy of keeping their women down for fear of swelling their expense. In proportion, however, as the Government and the Europeans may breathe greater liberality of feeling towards the Hindus, and discontinue the un-Christian and inhuman practice of putting lower value upon native, than upon European labour, even when both are equally useful and efficient, the cause of female emancipation must be on the advance, and keep pace with the general progress of knowledge and civilization." *In Bengal.*

"5.—For this purpose would they be willing to admit English ladies into their houses, their services being tendered gratuitously ?

I conceive there will be no difficulty in persuading many natives to accept the blessing of education for their women, when these shall be offered within their own doors. Few are so grossly insensible to the benefits of knowledge as not to confer them upon their daughters, if they can do so at home without any expense to themselves ;—though I am not sure whether they will allow their wives to reap those advantages. In addition to the indifference which will be caused in their minds from the little hope that they will have of educating persons that have grown wild for fifteen or sixteen years, the great disadvantages under which a wife labours under her husband's roof while the elderly branches of the family are alive, must prove obstacles to the cultivation of her mind."

* * * * * *

"7.—If a number of influential natives would give their countenance to a scheme for private education, do you think their example would materially influence the lower classes to send their daughters to schools ?

Such appears to be the growing feeling in favour of female education, that I think a few examples of the kind alluded to in the question will be very extensively followed among the Hindus ;—and the middling classes will then gradually wax bold, and venture to send their girls to school. The lower classes (that is, those

In Bengal. who are not much under the bonds which society imposes, and whose poverty and degradation render them invulnerable so far as infamy is concerned), are in the habit even now of sending girls to school upon the presentation of sufficient motives, such as a few pice or other bakhshish being occasionally given to the children."

The following extract from Mr. Arthur Howell's Education in British India is a brief summary of the early attempts towards the promotion of Female Education in Bengal up to the establishment of the Bethune School at Calcutta :—

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(*xi*) "I have been unable to find any notice of female education as a recognised part of the Government scheme prior to 1850. A beginning had indeed been made by charitable societies prior to this date, and as early as 1821, Miss Cooke (better known as Mrs. Wilson) was deputed by the British and Foreign School Society to open a school for female children at Calcutta. In 1826 she had 30 schools and 600 pupils under her charge, which were concentrated in 1828 into a Central School under a committee called the Ladies' Society for Native Female Education. Other similar schools had also been established by the London and the Church Missionary Society, but nothing had as yet been done by the Government. In 1849, the Council received an offer from two wealthy Natives for the establishment of a female school at Utarparah near Calcutta, but the offer was somewhat curtly declined, partly on the score of want of funds, and partly of the novel nature of the experiment. That there was a strong prejudice against the education of women, not founded on any direct precept of the Hindu faith, but rather on immemorial custom and tradition, seems certain, and with this prejudice the Government was probably very unwilling to interfere. It is true that in old Sanscrit plays there is evidence that women of rank, at least, were taught to read and write and the accomplishments of drawing and music, and that in the high Rajput families of Central India the women took a share in affairs of State. There were traditions also of highly-educated women of the royal family at Delhi. But this was exceptional. The Eastern ideal of female life was one of strict purity, seclusion and quiet domestic duty, and the literature of the classical languages of India was far too corrupt to allow of any teaching in it compatible with such an ideal. But just as Lord William Bentinck had ventured to attack and had overcome the prejudice against anatomy and European medical science, so Lord Dalhousie was encouraged to introduce into India the European

view of the necessity of education for women. Instigated by Mr. Bethune, who in May 1849 had successfully opened a female school in Calcutta, the Governor General informed the Council of Education that henceforth its functions were definitely and systematically to embrace female education, than which no single change in the habits of the people was likely to lead to more important and beneficial consequences. The Governor General thought it quite possible to establish female schools in which such precautions for the seclusion of the girls might be adopted as the customs of the country required. All possible encouragement should be given to any attempt proposed by the Natives in this direction, and the chief civil officers in the interior were to use all the means at their disposal to further the object in view. The Council warmly took up the proposal, and the first female school recognised by the Government was established under a Committee of Native gentlemen at Baraset."

In Bengal.

The establishment of the Bethune School in Calcutta in May 1849 may be regarded as the turning point in the annals of female education in India. Henceforward not only the authorities in India, but the educated and the influential members of Indian society began to show an active interest in the cause. The minute of Lord Dalhousie is the first official pronouncement indicating the future policy of Government in regard to female education. It marks the close of the era of non-interference, and the beginning of that of open encouragement. Some important documents bearing on the subject are reprinted below.

(*xii*) *Extract from the Report of the Council of Education, Bengal, for the year 1848-49*

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"In August 1849, the Council received the following communication from Baboos Joykissen and Rajkissen Mookerjee, relative to the establishment of a female school at Ooterparah near Howrah.

Proposal to establish a Female School at Ooterparah.

"Relying upon the hopes of assistance held out by the Council in your letter No. 46, dated 11th June 1845, we have been enabled at last to mature our plan for female education, and have now the pleasure to submit the following proposal for the favourable considertaion of the Council of Education.

In Bengal.

"It has been observed by persons who have ably discussed the subject that insuperable obstacles exist in the way of educating the females of India until some great change takes place in the social condition of the country, and the utter impossibility is maintained of imparting education to the females of the respectable portion of the community under the peculiar manners, customs and habits of the people of India.

"The education of the females of India, however, has not yet gone through that ordeal of actual experiment, which would enable us to form a fair criterion of the value of opinions expressed unfavourably to a subject of such importance.

"Many respectable people of this neighbourhood concur with us in thinking that if an experimental school for the education of female children should be established here under the patronage of Government, it may, if successful, eventually lead to the establishment of others all over the country. We therefore beg to propose to place in the hands of Government, landed property yielding a clear monthly income of 60 rupees, provided the Government will pay a like sum for the furtherance of the object—the cost of the building will be about 2,000 rupees, which shall be equally borne by the Government and ourselves.

"We will also give a suitable piece of land for the erection of a school-house.

"We beg to subjoin a list of monthly expenditure prepared after due enquiries for the information of Government.

1 Head European Mistress	Rs.	80
1 Old Pundit . . .	"	15
1 Female Servant . .	"	4
1 Male " . . .	"	4
Books and Stationery .	"	7
Working materials such as Wool, Cotton, and Paint, &c. . . .	"	10
	Rs.	120

"We need hardly add that to ensure success, the proposed Institution should not be only free of expense to the pupils, but also the whole of the things worked by them should be given them gratis, independent of prizes, which particular individuals may earn by their own exertion.

"The course of study should be confined exclusively to reading and writing the Bengalee language, painting, drawing and needle-work, with this proviso that English education should be imparted to such of the pupils, whose parents or guardians may desire it by written application."

"At the time when this application came before the Council, the female school established by the Hon'ble President in Calcutta had been opened for about three months, and had given rise to much discussion among the native population."

"The President explained to the Council the grounds on which it had appeared to him expedient, that this experiment should be made, in the first instance, without

connexion with the Government, and the same reason seemed to him applicable to other Institutions of the like kind. The Council concurred in these views; and at all events it appeared premature and inexpedient at the very time when the Council was compelled to contract the sphere of its operations with respect to Institutions already in existence, to apply to Government to sanction new expenditure, in a project of which the success was not at that time so well assured as there is good reason to hope it has since become. *In Bengal.*

"The Council, therefore, replied that they entertained a high sense of the value and importance of the subject of female education, and appreciated fully the liberality and public spirit of Baboos Joykissen and Rajkissen Mookerjee, but at the same time they regretted that the existing state of the education funds would not permit them to entertain the proposal submitted."

"The Council intimated, in addition, that a similar experiment was then being conducted elsewhere* independent of the Government, and that they preferred awaiting the result of that experiment, to taking any steps in the matter of female education themsleves at that time."

The following extract is from "A Memoir of the First Centenary of the earliest Protestant mission at Madras" by Rev. W. Taylor:— *In Madras.*

xiii. "On the 17th October 1821, it was resolved to form a native girls' school, and to make a regulation as to work to be done. To the best of my knowledge and belief, this was the first attempt at forming a school for native female children; and the subject is so important as to claim a few remarks.

"In England attention had been drawn to the dislike evinced by Natives of India to allow their daughters to learn to read and write, and the degraded state of females * * * * was much dwelt on. * * A Miss Cook (afterwards Mrs. Wilson) was sent out to Calcutta and succeeded. The Church Mission here began to attempt something of the sort, and Mr. Haubroe, much under the influence of Rev. W. Sawyer, then a missionary C. M. S., first formed a native girls' school, a very praiseworthy effort; but let it be noted, that presents in money and cloths occasionally bestowed were necessary matters, and continued as far as cloths were concerned, to the end of my experience in such things." [p. 241].

* See document 12, pp. 53, 54.

In Madras. Among the earliest schools for native girls in the Madras Presidency the following are mentioned in the Education Commission Report (1882) by the Madras Provincial Committee. :—

The Church Mission Boarding Schools in Tinnevelly from . .	1837
The Free Church Day School, Madras, from	1841
The Free Church Boarding School, Madras, from . . .	1842
The S. P. G. Boarding Schools in Tinnevelly from . . .	1842
The Free Church Day Schools at Chingleput and Conjiveram from	1845
The Native Female Education Society's Central School, Black Town, Madras from	1845
The Wesleyan Mission Boarding School, Royapettah, Madras, from	1849

In Bombay. The following extracts taken from the Education Commission Report (1882) of the Bombay Provincial Committee will give some information as to the beginnings of female education in that Presidency :—

(*xiv.*) "To this Society * is also due the credit of being the pioneers of female education. The first native girls' school in the Presidency was opened by the American missionaries in 1824, and two years later they reported an increase of nine girls' schools with an aggregate attendance of 340 pupils. In 1829 the number of pupils rose to 400, of whom 122 were able to read, write and cipher and to do plain needle-work. One of these institutions was a boarding-school which was successfully maintained for many years at Byculla in the island of Bombay. In 1831 two native girls' schools were established by the same mission at Ahmednagar and a boarding school for girls was soon afterwards opened in that town and has been maintained there ever since."

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"In 1829-30 Dr. and Mrs. Wilson established in Bombay six schools for native girls. The number of pupils in them soon rose to 200."

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"Their (The Church Missionary Society's) first school for native girls was established in 1826. In the course of the next ten years the Society opened separate elementary schools for boys and girls at Thana, Bassien, and Nasik."

* The American Mission Society.

(xv) Extract from an address delivered on the 3rd April 1854 by the Honb'le Mr. Warden. *In Bombay.*

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"But the most remarkable incident in the history of public instruction which has recently occurred in this Presidency is the spread of education among females.

"When I went to Poona in 1851 as Judicial Commissioner, I visited the two first girls' schools established in that city : they were lodged in samll houses, and my visit to them reminded me of the account of the assembly of the early Christians 'in an upper room with the doors shut, for fear of the Jews."

"The school-mistress, the wife of a gardener, who educated her in order that she might be the means of elevating her country-women from their state of miserable ignorance, drew her saree over her face, and was with difficulty persuaded to examine a class in my presence ; and a band of young matrons, who had formed themselves into a normal class, refused to see me on any terms, though I am told my honourable predecessor Sir Erskine Perry, and my present honourable colleague Mr. Lumsden, were considered more honourable, or perhaps more harmless than I was, and were shortly afterwards admitted to the presence of these ladies.

"Such was the state of matters in 1851. I assembled in the court-yard of the Poona College, in the presence of the Governor, the Bishop, and a host of others, a collection of more than a hundred girls, who were publicly examined, and we heard stories of one girl having read herself blind, and of another who had died from the effects of study.

"There are at the Presidency eight girls' schools of which three are Marathi, one Gujrati, and four Parsi, the total number of girls being 500. We have no official return of the girls' schools in the Mofussil ; they are principally at Poona and Ahmedabad, and may be roughly estimated at 500 more, thus giving one girl for every sixteen boys who are being educated.

"So effectively is this leaven spreading, that although we might appropriate part of our new grant to girls' schools, the general feeling at the Board seems to be that we should "leave well alone." Your Lordship will admit that this is a striking incident, and one that betokens the wisdom of the principles on which our institutions for public instruction were based."

Letter from J. E. D. Bethune.

(12) Letter from the Honourable J. E. D. Bethune, to the Marquis of Dalhousie, Governor General, dated Calcutta, the 29th March 1850.

MY LORD,

It is known to your Lordship that in the month of May last year I established a Native Female School in Calcutta. I explained to your Lordship at that time my reasons for making this experiment on my own responsibility and was honoured by your approval of the course I adopted. I considered that my station in the Council of India and as President of the Council of Education afforded me peculiar advantages in endeavouring to discover whether my belief was well founded that the time has come when this important step in the system of education of the Natives can be taken with a reasonable hope of success. I wished the discredit of failure to rest with myself alone, if my expectation had proved abortive, and that the credit of the Government should not be pledged to the measure until its success was assured.

The failure of every attempt to induce respectable Natives to send their daughters to a Missionary School, and the conviction which I have that the system of the Government Schools is best calculated for producing a rapid and salutary effect in the country induced me to establish my School on the same principle of excluding from it all religious teaching, though I was well aware of the additional difficulty which this restriction would cause to me for procuring efficient female teachers. English was to be taught to those only whose parents wished it, all were to be instructed in Bengali and in plain and fancy work.

Great excitement was caused, as I expected, by the opening of my school which at first numbered only 11 pupils, and it was vehemently opposed by many of the most influential natives of Calcutta, chiefly however as I believe on the ground of mortified vanity because they had not been consulted in the matter. I had refarined from doing so, after carefully weighing all the arguments for and against that course. On the other hand I was not left without encouragement by those who were favourable to my plan.

The three Natives to whom I desire specially to record my gratitude for their assistance are Baboo Ram Gopal Ghose, the well known merchant who was my principal adviser in the first instance and who procured me my first pupils, Baboo Dukkina Runjin Mookerjea, a Zemindar, who was previously unknown to me, but who as soon as my design was published, introduced himself to me for the purpose of offering me the free gift of a site for the school, or five beegahs of land valued

Letter from J. E. D. Bethune.

at 10,000 Rupees in the Native quarter of the town and Pundit Madun Mohun Turkalunkar, one of the pundits of the Sanscrit College, who not only sent two daughters to the school, but has continued to attend it daily, to give gratuitous instruction to the children in Bengali, and has employed his leisure time in the compilation of a series of elementary Bengali Books expressly for their use. Every kind of annoyance and persecution was set on foot to deter my friends from continuing to support the school and with such success that at one time the number of enrolled pupils dwindled to seven, and on some occasion not more than three or four were present in the school. At this time the question was agitated whether or not I should offer stipends to the girls who attended, as was done on the first establishment of some of the Government Colleges and I was assured that if I would offer 5 or 6 rupees a month to each, I might count on immediately recruiting the School to any extent that I might think desirable from Brahminical families of unquestioned caste and respectability. I considered however that by administering an artificial stimulus of this kind, I should not bring fairly to the test what I was anxious to ascertain whether any real desire for the education of their daughters exists in any respectable class of the community, and I decided against it. The only allowances which I have made have been for carriage hire for those who required it and occasional presents of dresses, when any of the little girls appeared in rather too primitive a state to correspond with my notions of decency. Lately I have had a carriage built expressly for the use of the school which holds twelve children, and shall probably soon require another. We continued to keep the school open, in the face of the discouraging defection which I have mentioned, and one of our chief opponents having died, it began to revive, until the number rose to 31. On the first day that Lady Dalhousie was expected to visit the school 30 children were present and 25 on the day on which her visit was actually made.

The eagerness of the children to learn, and their docility and quickness correspond fully with what we have seen of the Bengali boys, and in the judgment of their intelligent teachers far surpass what is found among European girls of the same age. Meanwhile I was gratified by learning that the example I had set found imitation by the Natives themselves, in different parts of the country. Just about the time of the opening of my school, Baboo Joykissen Mookerjea, a zemindan of the Hooghly District, addressed the Council of Education on a plan which he proposed for opening a female school at Ooterparah of which he professed himself ready to pay half the expenses if the Government would give it sanction to the

Letter from J. E. D. Bethune.

undertaking and defray the remainder.* Under my advice the Council returned a dilatory answer to this application, intimating that it would be desirable to witness the success of my experiment before the Government engaged directly in the business. On my late visit to Ooterparah, I learned that Joykissen Mookerjea is preparing to open the school at once without any further application to Government.

At Baraset some of the most respectable inhabitants have alreday established one, now attended by more than 20 girls, chiefly Brahminical caste, and what is very remarkable, two of them being already married.

The earnestness and good feeling with which they have undertaken this work was shewn by their replying to me, when I offered to bear the expense of building a school house for them, that they would apply to me in case of need, but they hoped to raise a sufficient subscription among themselves, which I understand they have since done. Similar schools have been set on foot at Neebudhia and Sooksagur with the particulars of which I am less acquanited, and the day before yesterday I was informed of another near Jessore. In addition to these proofs of the interest which the people are beginning to take in this matter, I may mention that on occasion of my visiting the Government Vernacular school at Chota Jagooleah in the Baraset district, I found that the Native Managers had given among other prizes, a silver Medal for the best Bengali Essay on the benefits to be expected from Female Education. It must not be supposed that this movement is made without opposition on the part of those of the contrary opinion. On the contrary wherever a school has been established, there has been a repetition of the same system of persecution and attempts at intimidation which we have had to contend with in Calcutta, and frequent applications are made to me for support and encouragement, as the position I have assumed naturally marks me out as the patron of all such undertakings. I am of opinion that the time is come when all that is needed to secure their complete success is a declaration on the part of Government that it looks on them with a favourable eye. It may seem incredible after all that the Government has done in the cause of education that such a delcaration should be thought necessary in order to convince the people of this fact, but among the shameless expedients to which the opponents of female education have resorted has been an unblushing assertion that the Government is not merely indifferent but actually hostile to it. I am convinced that the bold misrepresentation will not be without its effect, if some encouragement is not given to those who have put themselves forward in

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* Document (xii) pp. 47—49.

Letter from J. E. D. Bethune.

advancing this great work, otherwise I could have wished, in order to demonstrate more unquestionably the success of my experiment, to have continued for some time longer without endeavouring to enlist the influence of Government on the side of the schools, but I am already in a condition to assure your Lordship that the step I recommend may be taken with full confidence of carrying with it the sympathies of a great body of the people, and I believe that discouragement may follow, if it is not taken forthwith. No opposition to the declared wishes of Government is to be apprehended. The feeling excited has never been, even at the worst, so violent as on occasion of the establishment of the Medical College, and the good to be expected from the full development of the scheme cannot be surpassed by that of any institution in the country. I wish to recommend that the Council of Education be informed by your Lordship in Council that it is henceforward to consider its functions as comprising also the superintendence of Native female education, and that whereever any disposition is shewn by the Natives to establish female Schools, it is to give them all possible encouragement and further their plans in every way that is not inconsistent with the efficiency of the institutions already under their management. If your Lordship in Council shall be of opinion that this course may be taken with propriety, it may be right to suggest also to the Government of Bengal that special instructions should be issued to the Magistrates calling their attention to the growing disposition among the Natives to institute female schools, and to the annoyances and persecutions by which in some cases endeavours have been made to stifle them, directing them to use all means in their power to make it known that the Government views the establishment of such schools with great satisfaction to encourage their promoters in all proper ways, and specially to intimate to those whom they shall learn to be active in opposing them that, while the Government does not desire forcibly to impose any such institutions on the people in opposition to their own wishes, it will not overlook any attempt to illtreat or intimidate those who are engaged in furthering a work which the Government considers so beneficial.

With respect to my own school I have no other wish than to continue to defray the expense of it as I have hitherto done, so long as I remain in this country, and when I leave it, I have little doubt of being able to interest others to supply my place: but it would give me great satisfaction, and would I think show the interest taken by the Government in this movement in a marked and appropriate manner, if I could obtain your Lordship's influence with the Honourable Court of Directors in inducing them to address Her Majesty for leave to call the School by Her name and to consider it as placed especially under Her patronage. It will not be one of

Letter from J. E. D. Bethune.

the least remarkable triumphs in India which will have redounded to the honor of Her Majesty's reign, that in the time of a female Sovereign a beginning should be made toward emancipating so many of Her female subjects from the degradation and misery which are now their lot. I venture therefore to make this request, in the confident hope that it will meet your Lordship's approval, and with the firm belief that those inhabitants of this country who are sufficiently enlightened to perceive the benefits they derive from their present form of Government will see therein one more proof of the earnest desire of those to whom the destinies of their country are committed to further its prosperity and happiness.

I have the honour to be, &c.,

(Signed.) J. E. D. BETHUNE.

CALCUTTA,

The 29th March 1850.

(13) *Minute by the Marquess of Dalhousie, dated 1st April 1850.*

Minute by Lord Dalhousie.

Native Female Education. The Honourable Mr. Bethune has placed in my hands the accompanying letter regarding the establishment of Native Female Schools in India.

In circulating this letter I am glad to place on record my full and unreserved approval of the main object which my Honourable Colleague has had in view in his labours for the foundation of a Female School in Calcutta.

His determination to make the experiment as an individual and not at first to engage the Government in it seemed to me to be most judicious, when he did me the honor of referring to me during the last year.

The event has fully confirmed the prudence of the resolution he then formed. And the success which has been accomplished in so short a time—far exceeding any expectations the most sanguine supporters would have been justified in entertaining at the commencement, receives a double value from the consideration, that it has been achieved by the exertions of a private individual, and cannot be attributed to the influence of the power of Government.

Mr. Bethune has, in my humble opinion, done a great work in the first successful introduction of Native Female Education in India, on a sound and solid foundation; and has earned a right not only to the gratitude of the Governmet but to its frank and cordial support.

I therefore fully assent to the requests he has made in the letter now before me and if my colleagues should take the same view. I recommend that the communications to the Council of Education and to the Court of Directors shall be made forthwith.

(Signed) DALHOUSIE.

(14) *Minute, dated 2nd April 1850 by Major General Sir J. H. Littler.*

Minute by Sir J. H. Littler.

I regret much that I cannot agree in opinion with my Honourable Colleague Mr. Bethune as to the interference of Government in the cause of Female Education.

A few days ago, Mr. Bethune proposed that I should issue instructions to the Magistrate of Baraset and other stations where female schools are established to afford them protection and encouragement as well as to facilitate the undertaking in which he was engaged. The proposition, though apparently not unreasonable I declined on the grounds that it was not usual for Government to interfere in such matters either directly or indirectly.

Magistrates and other Judicial authorities are at all times prepared to do their duty, and protect those who may make known their grievances or demand their assistance.

To call their particular attention therefore to this point as a specified measure, would, I consider, be not only superfluous, but in fact, would bear the appearance of a compulsory order, and be viewed in that light probably by the people in general.

The scheme of Female Education is doubtless unpopular, and looked upon by the mass, with fear and dread, whether Hindus or Mahomedans. Will it not involve a dereliction of the principle of neutrality to which the Government, (I have always understood) is pledged in like cases ?

It appears to me also that suspicious, ill-disposed natives, may consider it subservient in some degree to the views of Proselytism. I cordially agree with His Lordship that every praise is due to Mr. Bethune for his persevering, laudable exertion in such a noble cause and so great an undertaking.

Individually I wish him every success, but having always been of opinion that Government should not interfere in such cases, I have deemed it incumbent upon me to record my sentiments accordingly.

(Signed) J. H. LITTLER.

The 2nd April 1850.

(15) *Minute, dated the 2nd April 1850, by Sir F. Currie.*

Minute by Sir F. Currie.

I cordially concur with the Governor General as to the character of Mr. Bethune's proceedings, as to the propriety of giving every proper encouragement to the important undertaking of endeavouring to introduce female education, generally, among the natives of India, I think the suggestions contained in Mr. Bethune's letter to His Lordship unobjectionable, but care must be taken that the Mofussil officers do and say no more than is set down for them in their instructions, regarding the interest taken by Government in female education and their desire to promote it. If these instructions are carefully drawn and judiciously acted upon, I do not fear the alarm and other evil consequences anticipated by Sir John Littler.

The natives throughout the country are quite aware that the Government scheme of Education is entirely unconnected with Missionary or other operations with a view to the introduction of Christianity.

(Signed) F. CURRIE.

(16) *Minute, dated the 3rd April 1850, by J. Lowie.*

Minute by J. Lowie.

Native Female Education. I cordially concur with the Governor General in the sentiments he has expressed on this occasion.

The necessity of absolute ignorance on the part of the women is not insisted on as a tenet of his religion by the Hindu and I share in no degree this apprehension with which Sir John Littler views the proposed innovation. In my opinion it is both safe and salutary to make it—and looking at the predominant influence which the mother's training of the child has upon the character of the man. I anticipate from Mr. Bethune's project, even if successful only in a very limited degree, large and lasting social benefits.

(Signed) J. LOWIE.

(17) *Letter, dated 11th April, from the Government of India to the Government of Bengal.*

Letter from the Government of India.

The attention of the Governor General in Council has been lately directed toward the subject of Female Education in Bengal. Thirty-five years have elapsed since the establishment of the Hindu College gave the first great impulse to that desire for European Knowledge which is now so general throughout the country. Under the influence of the new ideas which have been widely disseminated among

large and influential classes of the community through the Government schools and colleges it is reasonable to believe that further attempts for improving the moral and social condition of the people may now be successfully made which at an earlier period would have failed altogether to produce any staisfactory result.

Letter from the Government of India.

2. It is the opinion of the Governor General in Council that no single change in the habits of the people is likely to lead to more important and beneficial consequences than the introduction of education for their female children. The general practice is to allow them to grow up in absolute ingorance, but this custom is not required or even sanctioned by their religion, and in fact a certain degree of education is now given to the female relatives of those who can afford the expense of entertaining special instructors at their own houses. This method of imparting knowledge is impracticable as a general system but it appears to the Governor General in Council that it is quite possible to establish female schools in which precautions may be adopted for as close seclusion of the girls as the customs of the country may require. An experiment of a school of this kind in Calcutta has been tried by the Honourable Mr. Bethune since May of last year, which in the face of considerable opposition such as every novelty is sure to encounter in Bengal, at present contains thirty-five pupils, the children of persons of good caste and respectable connexions.

The success which has been accomplished in so short a time, far exceeding any expectation its most sanguine supporters would have been justified in entertaining at the commencement, receives a double value from the consideration that it has been achieved by the exertions of a private individual and cannot be attributed to the influence of the power of Government.

3. The example given by Mr. Bethune in his school has, His Lordship in Council is informed, been imitated by educated natives in other parts of Bengal.

4. The Governor General in Council considers that a great work has been done in the first successful introduction of Native female education in India on a sound and solid foundation and that the Government ought to give to it its frank and cordial support.

The Governor General in Council requests that the Council of Education may be informed that it is henceforward to consider its functions as comprising the superintendence of native female education, and that wherever any disposition is shown by the natives to establish female schools it will be its duty to give them all possible encouragement and further their plans in every way that is not inconsistent with the efficiency of the institutions already under their management. It is the wish also of the Governor General in Council that intimation to the same effect should

be given to the Chief Civil Officers of the Mofussil calling their attention to the growing disposition among the natives to establish female schools, and directing them to use all means at their disposal for encouraging those institutions and for making it generally known that the Government views them with very great approbation.

I have &c.,

(Signed) F. J. HALLIDAY,

Secretary to the Government of India.

HOME DEPARTMENT,
The 11th April 1850.

(18) *Extract from the Report on Public Instruction in Bengal, for the year 1849-50.*

Report of 1849-50.

" The most important occurrence of the past year was an intimation from the Government that the Council of Education were henceforward to consider their functions as comprising the superintendence of Native Female Education.

* * * * * *

" The Council lost no time in making known the sentiments of the Government to all persons connected with the Institutions already under their charge, requesting them to give the fullest possible effect to the Government* instructions, by making them generally known to all in their neighbourhood who take an interest in or are likely to aid the cause.

" In promulgating the intelligence, the Council intimated their conviction that a measure fraught with such important consequences, and so eminently calculated to extend the benefits and influence of education, would meet with the most cordial support of every person connected with the Education department.

" The Council do not deem it necessary to enter into a detailed consideration of the nature and extent of the benefits likely to result to India from the education of Females. Its importance and the vast influence which it has exercised in the Western hemisphere upon the civilization, prosperity and happiness of European nations are great facts, and so universally acknowledged as to need no demonstration. It is believed that this influence will be even greater, if possible, in Eastern countries, where all the earliest and most lasting impressions of infancy and child-

* See documents (77), pp. 58H.

hood are now produced and fostered by uneducated and superstitious mothers. The evil influence of the zenana is, in very many instances, never eradicated; and much of the good learnt by a boy at school and college, is neutralized by the habits of his domestic circle, and the absence of educated companions for his hours of leisure and repose. Female education is known not to be opposed to any of the religious doctrines of the Hindus, indeed, in the early days of her prosperity, Hindustan could boast of her learned and virtuous females; whose fame was as far spread as that of any eminent European lady of ancient or modern times. Such being the case, the Council confidently rely on the cordial support of all liberal and enlightened natives of India, in a measure from which they may in a short time, reap the greatest and most enduring advantages." *Report of 1849-50.*

(19) *Despatch, dated 4th September 1850, from the Court of Directors to the Governor General.*

Transmitting a letter from the Hon'ble Mr. Bethune reporting on the state of female school established by him in Calcutta and on the subject of native female education in the neighbouring districts; stating the measures taken in consequence and requesting attention to Mr. Bethune's wish for Court's assistance in obtaining Her Majesty's patronage for his school and permission to call it by Her Majesty's name.

1. We fully appreciate the intentions of Mr. Bethune in the establishment of a female school in Calcutta and approve the instructions which you have addressed to the Council of Education through the Government of Bengal, to encourage in every way not inconsistent with the efficiency of the institutions already under their management every disposition shewn by respectable natives to establish similar seminaries. *Despatch of 1850.*

2. But with reference to the opinions and feelings of the natives in respect of female seclusion, great caution and prudence will be required in carrying out that part of your instructions of the 11th April 1850, which directs the Chief Civil officers of the Mofussil to use all the means at their disposal for encouraging these institutions.

3. We do not think that the present state of female education is such as to warrant the unusual proceeding of applying for the sanction of Her Majesty's name to the Female School at Calcutta.

We are &c.,

(Signed) JOHN SHEPHERD (and others).

LONDON,

The 4th September 1850.

(20) *Extract from a private letter of the Marquess of Dalhousie.**

* * * * * *

Marquess of Dalhousie.

"Bethune has commenced a great work here by the successful commencement of female education among the children of respectable Hindus. He began only twelve months ago; and has succeeded not only in getting up a good school at Calcutta, but half a dozen more round about. I took it up on the part of the Government; and all the Council except Sir John Littler (who thought that a smattering of English would lead them to immoral habits!—wonderful conclusion, even if the teaching was a smattering of English, which it is not!) concurred in placing these schools under the Government, like the boys' schools. I believe this is the beginning of a great revolution in Indian habits. The degradation of their women has been adhered to by Hindus and Muhammadans more tenaciously than any other customs, and the change will do more towards civilising the body of society than any thing else could effect."

(21) *Despatch, dated the 3rd February 1854, to the Court of Directors.*

Despatch to London, 1854.

We have the honour to acknowledge the receipt of your Hon'ble Court's Despatch No. 71, dated 9th November last, conveying your assent to the proposal that was made by the Government that your Hon'ble Court should adopt the Native Female School founded in Calcutta by the late Mr. Bethune.

2. We have to convey to your Hon'ble Court our acknowledgments for your ready assent to our proposal. It affords us the utmost satisfaction to know that this Institution which we believe to be calculated to aid a great object, will by your liberality be upheld hereafter in full activity.

3. There is one point however suggested by your Hon'ble Court which strikes us as being of doubtful expediency, and that is the levy of a school fee from the pupils generally. Fees in such cases have not been found to work badly, but where the experiment of Female Education is concerned, we would not interpose the risk of even a small fee to the successful accomplishment of the design of the benevolent founder of the institution.

4. The Most Noble the Governor-General desires to add to the acknowledgments of this Government his personal and respectful thanks to your Honourable

* From the *Private Letters of the Marquess of Dalhousie*, Edited by J. G. A. BAIRD. The letter is dated, Dak Bungalow, Kyrasole, April 16th, 1850.

Court, but His Lordship begs permission to decline your liberality in wishing to relieve him at once from the charge of the institution. His Lordship has signified his desire to maintain the School so long as he remains in India, and he begs that that arrangement may be allowed to stand. *Despatch to London, 1854.*

5. We have the honour to forward the Minutes that were recorded by the most noble the Governor-General and the Members of Government on receipt of your Honourable Court's Despatch under reply together with a copy of the communication which has this day been made to the Government of Bengal on the subject of that Despatch.

We have etc.

(Signed) DALHOUSIE,
,, J. DORIN,
,, J. LOW,
,, F. J. HALLIDAY.

FORT WILLIAM,

The 3rd February 1854.

CHAPTER III.

PROVINCIAL DEVELOPMENTS.

Bengal.

(a) *Grants for Oriental Education.*

The first volume of these Selections closed with a copy of Lord Auckland's Minute on education of the 24th of November 1839. In this Minute the Governor General dealt with certain educational questions which had been awaiting solution and suggested the line of action to be followed by the Bengal Committee of Public Instruction. The funds at the disposal of Government for education were not large,* and he was concerned that they should be employed to the best advantage. The decision of the Court of Directors, in accordance with the Minute of Lord Macaulay, that the policy of Government should be the promotion of English education had given rise to doubts as to the propriety of continuing the grants made to oriental seminaries, *i.e.*, the Sanskrit College and the Madrassah at Calcutta, and the colleges at Benares, Agra, and Delhi. Lord Auckland decided that these contributions, the amount of which he fixed, should be continued, and that no part of them should be used for the introduction of English into those seminaries until the claims of oriental education had been fully met.

	Rs.
* Parliamentary grant	1,06,000
Separate grants	1,12,200
Interest of Local Funds	69,600
Interest of Annuities held by Government Agent.	40,000
School fees	38,300
Miscellaneous Receipts	22,800
	3,89,500

In 1840 Lord Auckland assigned an additional lakh and a half to education.

In 1843, on the formation of the North West Province, the funds were divided, two lakhs being assigned to Agra and about 3½ lakhs to Bengal.

(b) *Rejection of Mr. Adam's scheme of vernacular education.*

For the utilisation ot the remainder of the tunds he had proposals betore him in the shape of a scheme drawn up by Mr. Adam* tor the establishment of vernacular schools in Bengal. Lord Auckland decided against the adoption of this scheme, largely on the ground that there were no suitable text-books in the vernacular which could be used in the proposed schools. His decision may have been influenced by certain paragraphs of the Report of the Committee ot Public Instruction for the year 1835 (submitted by Sir C. E. Trevelyan in his evidence before the Parliamentary Committee of the House of Lords in 1853). These paragraphs(1) are interesting as showing that the Committee did not conceive of replacing the vernaculars in education by English but regarded instruction through English merely as a stepping stone to the creation of a vernacular literature leading to a "system of really national education." Lord Auckland declared it to be the principal aim of Government "to communicate through the means of the English language a com plete education in European literature, philosophy and science to the greatest number ot students who may be found ready to accept it at our hands and for whose instr· ·tion our funds will admit of our providing."

The Committee of Public Instructi· ... ·mned Mr. Adam's proposals in the following terms :—

(*xvi*) "After a careful consideration ... ·or the improvement of the rural schools, we fear that the exe ... ·uld be almost impracticable; in consequence of the compli ... ·e details, which would also involve much more expense ... ·Mr. Adam has supposed."

"A further experience an ... ·nsideration of the important subject of Education in thi· ... ·o adhere to the opinion formerly expressed by us, that ou ... · first concentrated to the chief towns or Sudder st ... ·d to the improvement of education among the higher ... ·he population; in the expectation that through the a· ... an educational reform will descend to the rural vernacul· ... ·its be rapidly transfused among all those excluded in ... abject want from a participation in its advantages."

... Ed. Records, Part I, p. 152H.

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(b) ***Rejection of Mr. Adam's scheme of vernacular education.***

The Committee of Public Instruction also condemned Mr. Adam's proposals in the following terms :—

(*xvi*) "After a careful consideration of these propositions for the improvement of the rural schools, we fear that the execution of the plan would be almost impracticable ; in consequence of the complicated nature of the details, which would also involve much more expense and difficulty than Mr. Adam has supposed."

"A further experience and a more mature consideration of the important subject of Education in this country has led us to adhere to the opinion formerly expressed by us, that our efforts should be at first concentrated to the chief towns or Sudder stations of districts, and to the improvement of education among the higher and middling classes of the population ; in the expectation that through the agency of these scholars an educational reform will descend to the rural vernacular schools, and its benefits be rapidly transfused among all those excluded in the first instance by abject want from a participation in its advantages."

* See Ed. Records, Part I, p. 152H.

But "although dissenting from the principles laid down by Mr. Adam and certainly not entertaining any very sanguine expectation of ultimate benefit from their adoption, it was considered by a majority of the Committee that it might be satisfactory to Government if some proposal for an experimental trial of these principles on a small scale were submitted for its consideration and orders."

The Committee consequently recommended the opening of twenty rural schools as an experimental measure. This proposal was not, however, accepted by Government.

In their reply to Lord Auckland's Minute (50) the Committee made suggestions for carrying out his policy, which were generally approved by him (23). At the same time they took up seriously the question of preparing class books in the vernacular (25), presumably with some success, for in the year 1844 we find the policy of establishing vernacular schools in rural districts at last adopted (26).

(c) *The Council of Education and its work.*

Meanwhile in the years 1842 and 1843 two important changes had taken place in the administration of education in Bengal. The General Committee of Public Instruction was abolished at the end of 1841 and a Council of Education was constituted in its place under orders of Government dated the 12th January 1842. (28). "The general and financial business connected with all the provincial institutions was brought directly under the control of Government; and the superintendence of the ....Council of Education was confined to the institutions in Calcutta."*

In April 1843 the control and management of the educational institutions in the North West Province was transferred to the newly constituted Government of Agra by a resolution of the Government of India. (29).

Apart from the establishment of vernacular schools, to which reference has been made, two other educational measures of importance were brought into effect in 1844. An Inspector of schools and colleges was appointed for the Lower Regulation Provinces (Bengal and Behar

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* Review of Public Instruction in the Bengal Presidency from 1835 to 1851 by J. Kerr, M.A., Principal of Hooghly College (printed in 1853).

and Orissa) whose duties were described in a circular to Local Committees (30). An Inspector was also appointed for Assam.

(d) *Sir H. Hardinge's Resolution on public services.*

The second event was the issue by Sir Henry Hardinge of an important resolution, the object of which was "to throw open the public service to qualified young men from the various educational institutions." (31).

(*xvii*) "The Council framed rules founded upon these instructions for regulating the selection of candidates. It was determined that the minimum standard of qualification for employment, should be the same as that for gaining a Senior English scholarhip. The Examinations were to be held in Calcutta and at each of the Central Colleges, and the answers of the candidates were to be examined by the Council of Education or by persons appointed by the Council. It was carefully explained that insertion in the Returns must not be regarded as "a sure pledge" of employment. Great care was taken to prevent all misconception on this point"!

"It cannot but be observed, that these arrangements were at variance, in some respects, with the spirit of the Resolution, a prominent feature of which, as it came from the Governor General, was that the annual returns should embrace a large number of candidates of different 'degrees of merit and capacity,' and not solely those who came up to the high standard required for gaining a senior scholarship. It appears also to have been distinctly contemplated by the original Resolution, that the selection of candidates recommended for employment should chiefly rest with the Superintendents of Educational Institutions."

* * * * * *

"After the Council had tried their plan for two or three years, it was found that very few candidates from any of the private seminaries presented themselves for examination."

In April 1848 the Government of Bengal asked for an enquiry into the system, forwarding copies of despatches from the Court of Directors.

The Council after careful consideration and enquiry defended the system of examination which they had introduced. (33). It fell however gradually into desuetude, appointments to the public service being made without reference to the Council's register, so that Mr. Kerr states that

in 1853 it had become 'a byword that Lord Hardinge's Resolution was a dead letter.'

A Normal school with a model school attached to it was opened in 1847.

(e) *Failure of the verna-cluar schools.*

In 1852 the control of the vernacular schools was transferred to the Council of Education.

The schools had not proved a success. To quote from Mr. Kerr's review—"A perusal of the Reports of the Vernacular schools, leads irresistibly to the conclusion that they have as yet taken no firm hold of the Native mind. No deep interest has been awakened. The people are indifferent. In some districts the indifference passes into distrust and opposition."

Various reasons were given for their failure. The chief cause was undoubtedly the reluctance of those parents who were willing to send their children to school to pay fees for a purely vernacular education. The extracts below from the reports of the Collector of Nattore (xviii) and of the Commissioner of Dacca in 1846 (xix) bear this out.

(*xviii*) "The Native gentlemen who constructed the school-house, informed me that the institution was useless. They expressed deep regret that Government should support Vernacular schools which they do not want, and withhold English schools of which they stand so much in need. In the town of Nattore, I visited a Native Patsala held in a most indifferent shed. It was taught by a Byragee, who received no salary, and did not desire the pay of Government. My stopping at the Patsala attracted a crowd; and when they learnt the object of my enquiry, they at once expressed ridicule for the Government institution, whilst they were lavish in the praises of their own. They said they did not want Government to teach them their own language, and they called upon me to substitute an English school in its stead, as without the assistance of Government instruction in English was unattainable."

(*xix*) "I am confident that, except in rare instances, the schools, as at present constituted, will not succeed. They have not the feelings and wishes of the body of the people in their favour, and this is quite enough of itself to account for their failure."

" In a case like this, the good will and favourable disposition of the people are the only foundation upon which we can build with any hope of success. Let us then enlist these in our favour, by conceding somewhat to public opinion. The desire to learn English is strong and unmistakable, all over the country. Every year that passes will shew more and more the inutility of holding out to the community as a boon, what, under existing circumstances, they will not regard in that light; and every year will add to the number and importunity of those who are eager to have English schools established amongst them. Again, therefore, I say let English go hand in hand with Bengali. Combine the two in one system of education. Break up the unprofitable schools in the Mofussil, and have in every district, at the sudder station, one thoroughly good and efficient school, with competent and well paid masters, where boys may receive a generally useful education, in both languages, short only of what can be given in the Colleges. More than this, I think, is not at present required. No doubt, the time will come, when more ample provision must be made, and means taken for putting the acquisition of knowledge, more generally and more readily, within the reach of the whole body of the people; but in the meantime, and under existing circumstances, I think the plan, which I recommended in my last report, is that which is best calculated to do immediate good."

It would seem that the first Inspectors expected rather much of these institutions. The Inspector in Assam notices " the extraordinary irregularity of the attendance as many as one half of the pupils being not infrequently absent," which he attributes to " the general apathy of the pupils to improvement of all kinds and especially as regards the cultivation of the mental and moral powers to which they appear to manifest indifference if not repugnance."

In spite of discouraging reports the Council of Education adhered to its policy of extending vernacular education in the mofussil, being encouraged in this decision by the success of the vernacular schools in the North West Provinces. The Council however modified the existing system in the light of experience by confining the direct action of Government to the maintenance of model schools and circle pandits, and by introducing the system of grants-in-aid to indigenous institutions (34).

(f) *Reform of the Calcutta Madrassah and the Hindu College.*

The most important educational matters which engaged the attention of the Council and the Government of Bengal in the years 1853 and 1854 were the reform of the Calcutta Madrassah and the establishment of the Presidency College. Selections from the correspondence relating to these two subjects were published in 1854. Extracts are reprinted (39-43).

(g) *Constitution of the Department of Public Instruction.*

On the publication of the great Educational Despatch of July 1854 from the Court of Directors, a department of education was formed and the Council of Education was dissolved by an order of Government dated the 26th January 1855 (44). Mr. William Gordon Young, a civilian, was appointed the first Director of Public Instruction.

(h) *The Calcutta University.*

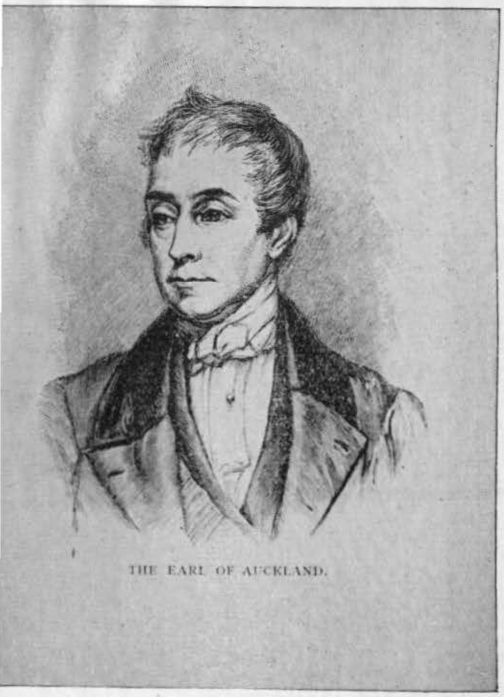
During the years 1855 and 1856 a scheme for the establishment of a University was prepared and considered by Government, and the University was incorporated under Act No. II of 1857.

(i) *The Grant-in-Aid system.*

The grant-in-aid system was introduced as a result of the despatch of 1854. Certain difficulties arose at its first introduction to which the Director of Public Instruction alludes in his annual report for 1856-57 as follows:—

(*xx*) "Viewed as a means to this end, the Grant-in-aid system must be regarded not only as the most important feature of the system of Public Instruction enunciated in the great Despatch of July 1854, but as the pivot upon which all our other measures, if they are to be permanently successful, must depend. That system has not been in a very satisfactory state during the past year. For although the people have in many places shown a degree of readiness to avail themselves of its advantages and with this view have subscribed and combined to an extent which was hardly expected, uncertainty and embarrassment have arisen from causes which will be best understood by a perusal of the following correspondence. The subject being the fundamental rules and principles on which the Grant-in-aid system should be administered, is perhaps of sufficient importance to justify my inserting part of the correspondence at length."

The Despatch of 1854 introduced a distinct change in the educational policy of Government by encouraging the extension of education to the masses instead of confining it to the higher classes. There was some difference of opinion as to the means to be adopted for



THE EARL OF AUCKLAND,
Governor General of India, 1836-1842.



VISCOUNT HARDINGE,
Governor General of India, 1844-1848.



to.-Mech, Dept., Thomason College, Roorkee.

MARQUESS OF DALHOUSIE,
Governor General of India, 1848-1856.



The Hon'ble Mr. Mountstuart Elphinstone,
Governor of Bombay, 1819-1827.

carrying out the policy outlined in the following paragraph (62) of the Despatch :—

(*xxi*) "We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India."

The question was raised whether grants could not be given to institutions of the higher class by curtailing or abolishing by degrees Government institutions of the same class, and a controversy somewhat similar to that between the Anglicists and the Orientalists was continued until the promulgation of the Despatch of 1859. The two main points in dispute were these :—

(*a*) whether Government aid should be extended to all institutions giving secular education without reference to religious creeds, and

(*b*) whether the funds should be devoted to the systematic education of the lower orders of the people. Extracts from the correspondence relating to the above questions are reprinted, (45), (46), (47), (48), and (49).

The despatch of 1859 reaffirmed the policy laid down in the despatch of 1854 and with its publication the controversy came to an end.

(22) *Extract from the report of the General Committee of Public Instruction for the year 1835.*

"We are deeply sensible of the importance of encouraging the cultivation of the vernacular languages. We do not conceive that the order of the 7th of March precludes us from doing this, and we have constantly acted on this construction. In the discussion which preceded that order, the claims of the vernacular languages

22) Report of 1835.

(22) Report of 1835—contd.

were broadly and prominently admitted by all parties, and the question submitted for the decision of Government only concerned the relative advantage of teaching English on the one side and the learned Eastern languages on the other. We ther fore conceive that the phrases 'European literature and Science,' 'English Education alone,' and 'imparting to the native population a knowledge of English literature and science through the medium of the English language,' are intended merely to secure the preference to European learning, taught through the medium of English language, over Oriental learning, taught through the medium of the Sanskrit and Arabic languages, as regards the instruction of those natives who receive a learned education at our seminaries. These expressions have, as we understand them, no reference to the question through what ulterior medium, such instruction as the mass of the people is capable of receiving is to be conveyed. If English had been rejected, and the learned Eastern tongues adopted, the people must equally have received their knowledge through the vernacular dialects. It was therefore, quite unnecessary for the Government, in deciding the question between the rival languages, to take any notice of the vernacular tongues; and, consequently, we have thought that nothing could reasonably be inferred from its omission to take such notice."

"We conceive the formation of a vernacular literature to be the ultimate object to which all our efforts must be directed. At present the extensive cultivation of some foreign language, which is always very improving to the mind, is rendered indispensable by the almost total absence of a vernacular literature, and the consequent impossibility of obtaining a tolerable education from that source only. The study of English, to which many circumstances induce the Natives to give the preference, and with it the knowledge of the learning of the West, is therefore daily spreading. This, as it appears to us, is the first stage in the process by which India is to be enlightened. The Natives must learn before they can teach. The best educated among them must be placed in possession of our knowledge before they can transfer it into their own language. We trust that the number of such translations will now multiply every year. As the superiority of European learning becomes more generally appreciated, the demand for them will no doubt increase, and we shall be able to encourage any good books which may be brought out in the native language by adopting them extensively in our seminaries."

"A teacher of the vernacular language of the province is already attached to several of our institutions, and we look to this plan soon becoming general. We have also endeavoured to secure the means of judging for ourselves of the degree of attention which is paid to this important branch of instruction, by requiring that the

best translations from English into the vernacular language, and *vice versâ*, should be sent to us after each annual examination, and if they seem to deserve it, a pecuniary prize is awarded by us to the authors of them."

"The improvement of the vernacular literature, however, is most intimately connected with the measure of establishing a system of really national education, which shall in time embrace every village in the country. Should the series of reports on which Mr. Adam is now engaged lead to such a plan being even partially acted upon, the demand for improved school-books in the vernacular languages will then be such as to call for our utmost exertions to supply them. We have already received propositions from Delhi, Agra and Saugor, for establishing village schools, but we considered the agitation of the subject at present premature. Before we can successfully adopt any plan for this purpose, much larger means must be placed at our disposal, and a much larger number of qualified schoolmasters and translators must be raised up. The first of these desiderata does not depend upon us; but the last is every day approaching nearer to attainment. Our existing institutions form the nucleus of a much more general system of education, and they will ere long become capable of being extended to any degree that may be desired by the formation of district schools in connexion with them."

(23) *Extract from the Committee's Report of 1840.*

"We have the honour to acknowledge the receipt of your Lordship's Minute on Native Education dated Delhi, the 24th of November 1839, enclosed to our Secretary in a letter from Mr. Prinsep, dated the 8th of Januray 1840, and also a letter from Mr. Secretary Bushby, dated 15th July 1840, relating to the College at Delhi. *(23) Report of 1840.*

"In your Lordship's Minute most of the questions regarding the best means of promoting Education amongst the Natives of India are considered, and we are required to give our more immediate attention to the following subjects:

I. "To the employment of the funds which have been assigned to each Oriental Seminary exclusively on instruction in, or in connexion with, that Seminary.

II. "To the sum that may be necessary to supply any deficiency, that such an employment of these funds might cause, in the general income at the disposal of the General Committee of Public Instruction.

III. "To the rendering the highest instruction efficient, in a certain number of Central Colleges, rather than employing our funds in the extension of the plan of providing Ordinary Zillah Schools.

(23) Report of 1840— contd.

IV. " To the establishment of pecuniary Scholarships for meritorious students, by allowing in some form Scholarships of that description to the Central Colleges, to which the best of the Zillah Scholars may be eligible.

V. " To the preparation of a definite scheme of the several sets of books wanted for instruction through the Vernacular languages in the Seminaries of Ordinary Education, and by what means, and at what estimated cost, these books could be prepared and printed.

VI. " The other subjects of importance, to which our attention has also been called are :—the application of the funds granted to the School Society ; the Local inspection of colleges ; the Institution of Lectures on Jurisprudence, Ethics, and Political Economy ; the preparation of a Manual of legal instruction ; the printing of Oriental works ; and the proper use of the School Libraries.

" In order to give full effect to the spirit of your Lordship's Minute, namely, that 'a principle of wise liberality not stinting any object which can reasonably be recommended, but granting a measured and discriminating encouragement to all, is likely to command general acquiescence, and to obliterate, it may be hoped, the recollection of the acrimony which has been so prejudicial to the public weal, in the course of past proceedings,' we have found it necessary to enter into a careful investigation of the state of all the institutions under our charge, and we now proceed to state those changes which we consider necessary to give full effect to the above sentiments of your Lordship.

* * * * * *

" A careful enquiry has led us to believe that in our English Institutions, eight rupees a month will be sufficient for the Junior Scholarships ; and in order that this allowance may be rendered available to the most meritorious students of the District Schools, as well as to those of the Central Colleges, we propose that one Junior Scholarship be assigned to be competed for by the pupils of each District School, besides six to the students of each Central College. This Scholarship will be held for four years, or under particular circumstances, for a longer period.

" These Junior Scholars, it is expected, will compete with other candidates for the Senior Scholarships, to whom it is proposed to give thirty rupees a month, for the two first ; to be increased to forty rupees for the four last years, during which they can hold them. We have proposed these higher allowances as deeming them indispensable in order to induce the holders to remain long enough at our Colleges, to avail themselves of the advantages which they afford ; and upon the decided opinion of many of those most competent to form a judgment, both in the Western

Provinces and in Calcutta, on the amount necessary for that object, as regards students who have acquired such a facility in the reading and writing of English as would suffice to fit them for most of the ordinary employments of business. As a further inducement we beg leave to suggest that some mark of distinction or scholastic degree be given to those meritorious youths who have passed through the Senior Scholarships with credit, so as to distinguish them in society as men of learning. (23) *Report of 1840*—contd.

"We propose to attach Scholarships to the following Colleges: the Hindu and Sanscrit Colleges; the Calcutta Madrassah and Institution; the College of Mohammud Mohsin; the Benares College and Institution; the Agra College; and the Delhi College and Institution.

"From the size of the School, the extent of population, and the central position of Dacca, we propose to form it immediately into a Central College; and trust also eventually to be able to recommend Patna for the same distinction.

"We should propose that Junior and Senior Scholarships, of the same aggregate pecuniary amount, be assigned to the Oriental Schools, in which the Oriental languages are alone studied, and in the Central Colleges in which the Arabic and Sanscrit languages are taught, in the annexed proportions. We are of opinion that this distribution of pecuniary scholarships will be sufficient for ensuring the object we have in view, to afford the necessary encouragement to the meritorious students of the Oriental Institutions in acquiring a superior kind of education.

		Rs.
Junior	16 @ 8 . .	128
Senior	8 @ 15 . .	120
	4 @ 20 . .	80
	Total Co.'s .	328

"It will be seen from the annexed statement that at our Oriental Institutions the number of scholarships will be 98 Junior and 72 Senior; and the number of Scholarships at our English Institutions, inclusive of Preparatory schools, will be 71 Junior and 52 Senior. The annual value of these scholarships will be rupees 52,464, supposing all the Scholarships to be filled up; but this will not be the case for some time to come. The probable assignment now required for the scholarships will be rupees 1,683 or 20,196 a year.

"We beg to inform your Lordship that we have enquired into the best means of compiling a Manual of Legal Instruction, and find there will be so much difficulty attending its proper execution, that we were pleased to learn that this important work has been committed to the care of the Sudder Dewanee Adawlut. As soon as this useful text-book is completed, we shall introduce it into our Colleges, where its want is much felt.

(23) Report of 1840—concld.

"We propose to devote rupees 1,200 a year towards the publication of Oriental works, by offering to take a certain number of copies of any of the works used in our Oriental Seminaries on condition that they be edited by a learned native, with the assistance of a Committee, the names of whom will be inserted upon the title page of the work, to secure accuracy. We also propose to write to Egypt for the Arabic works which have been translated from European Scientific works. These we propose either to exchange for the Oriental works in our store, or to purchase.

"The preparation of Vernacular Class-books has engaged our most serious attention; and in order to acquire the fullest information on the subject we have communicated with the Presidencies of Madras and Bombay, and have collected and examined the works, provided for the Calcutta Pautsaula and other schools. We agree, however, with your Lordship that the Class-books for our Schools and Colleges should, in the first place, be compiled in the English language, and that a Committee of Gentlemen, consisting of Europeans and Natives, should be engaged to translate the English Class-books into the Vernacular languages. In order to hasten the fulfilment of our object we have appointed a Sub-Committee of our body to consider the important subject, and to report to us the result of their enquiries. We have also invited the co-operation of Mr. Wilkinson at Bhopal, whose experience and abilities peculiarly qualify him to assist us in maturing a plan for your Lordship's consideration. We shall again have the honour to acquaint your Lordship with the result of our investigations on this important part of our duty.

"We are also of opinion that if no other qualified Gentlemen can be procured, that the principals of our Central Colleges be appointed to examine into the state of the Preparatory schools under them, once a year; and that those Inspectors' report be forwarded to the General Committee, through the Local Committee of the School, as to its state, and to suggest improvements."

(24) *Extract from Government letter No. 986, dated the 16th December, 1840, addressed to the General Committee of Public Instruction.*

(24) Letter of 16-12-1840.

General Department.

"I have received the directions of the Right Hon'ble the Governor General in Council to acknowledge a letter of your address under date the 30th of October, reporting on the state of Colleges and Schools under your superintendence, and on the measures which you concur in considering requisite and expedient for the promotion of effi-

cient education by means of these Institutions, in accordance with the principles and sentiments recorded in the Minute of the Governor General on the subject of Native Education, dated November 24th, 1839. (24) *Letter of 16-12-1840*—contd.

"His Lordship in Council has perused the present Report with very great interest and satisfaction.

"The Governor General stated in his Minute, which is the foundation of the Committee's clear and well digested enquiry, the conclusion to which he had brought his mind on the subject of Education in India, with a view to reconciling existing differences of opinion; and with the desire of bringing the Government and the Committee of Public Instruction to an understanding upon the measures which might best be adopted for the general diffusion of learning, due consideration being given to the fair claims, and to the national and religious feelings of each of the classes into which the community of this country is divided. Those conclusions have, upon mature deliberation, been adopted by the Government and will form the basis of the measures, to which its sanction is now to be accorded.

"It was remarked in the Minute referred to, that the insufficiency of the funds assigned to this object was amongst the main causes of the difficulties which had been experienced. Reference was made to the willingness which had been expressed by the authorities at home, to make considerable sacrifices for the attainment of the end in view, and it was anticipated with confidence that an extended and discriminating encouragement to all the most important of our Establishments for the diffusion of instruction and knowledge, would meet with the acquiescence of all.

"Your address is not only satisfactory as one of concurrent sentiment, it bears also in its whole composition convincing evidence that the topics referred to the Committee have been considered in the spirit which the Government had anxiously desired should exist upon this subject, and the Government of India has before it, without reference to controversial questions, in a clear and practicable shape, a scheme for the improvement of our English and Oriental Schools, upon the principles which were proposed for the Committee's consideration.

"The Committee seem to have fully adopted the proposition, that the ancient Seminaries of Oriental learning should be amply maintained so long as the community may desire to take advantage of them, and that the funds assigned to each Seminary should, under present circumstances, be exclusively employed in instruction in, or in connection with the Seminary, and for giving in these institutions a prominent encouragement to Oriental learning.

(24) Letter of 16-12-1840—contd.

"You have further recommended greatly improved establishments and increases of salary at most of the Colleges, with appointments of Principals and new Professors at some of them; and you have warmly adopted the proposition for the institution of Scholarships at the Hindu, Sanskrit, and Madrassah Colleges at Calcutta, and at the English and Oriental Colleges at Hooghly, Benares, Agra and Delhi, and presently at Dacca, and eventually perhaps at Patna.

"The consideration of improvement of the existing Village Schools has been, as was indeed recommended by his Lordship, for the present postponed—and the primary advantage is mainly pursued of making efficient the highest system of instruction in our Central Colleges, with the further object of connecting the Zillah Schools, with those colleges and of attaching Scholarships to them, to which the best of the Zillah students should be eligible, and by which a stimulus may be given to the ablest amongst them.

"The Governor General in Council observes upon the distribution of Scholarships in paragraph 30 of the Committee's Report, that it is proposed to assign one of the junior Scholarships of the Central College to each of the Zillah Schools, and besides this six junior Scholarships to the pupils of each Central College. But it seems that no provision is made for throwing open any one of these Scholarships to Students who have been otherwise educated than at one of the Government Schools, and His Lordship in Council is not satisfied that this arrangement is the best that can be made. He thinks that it would be of advantage to the general interests of education, if for some of the proposed junior Scholarships a free competition were invited, such as would operate as an extended encouragement to merit and give a stimulus to emulation, and be a just and useful test of the efficiency of the Government Establishments. His Lordship in Council earnestly desires the Committee to reconsider this point.

"Assuming that, at the cost proposed, all the ends in view can be attained, the last question is whether these ends are of such importance as to justify the Government in incurring the annual charge required of rather more than one lakh of rupees immediately, and eventually of nearly one lakh and a half.

"The Governor General in Council is of opinion that they are so. The establishment of a sound, liberal and comprehensive system of national education in India is indispensable to the maintenance of good will amongst the various religious sections of the community, and indispensable also to the advancement of India in improvement and good government. It is not in the quality of our administration, at least in its higher parts, that we are most faulty—but it is in its quantity, and

in the absence of those qualifications in our Secondary officers of Justice and Revenue, which command respect and confidence—and give a just claim to promotion to more responsible employments, and this deficiency cannot be supplied otherwise than by such institutions as those which the Committee have had under review, and in which not only are morals and knowledge to be taught, but in which also a well directed emulation is to be promoted, and even in early life a just valuation of public character.

(24) *Letter of 16-12-1840*—contd.

"The first ambition of our students will, no doubt, be, that of gaining through these Schools admission to official appointments and a rise by graduation from the Zillah to the Central College, and from the Scholarship to Revenue Offices, or to the subordinate Judicial Branch. But if the scheme be successful, as the Governor General in Council trusts and earnestly desires that it may be, it should have a far wider, and though slow in operation, a most beneficial effect upon the social condition of this country.

"Not to speculate upon the results which might follow its adoption, His Lordship in Council esteems the measure to be one of such infinite importance, that notwithstanding the very considerable increase of expense which it involves, he is yet willing to authorise that increase, for the purpose of laying foundation of a scheme of amelioration, from which results so beneficial may reasonably be expected. He is aware that in the feeling which leads him to adopt this resolution, he will have the cordial concurrence and support of the Hon'ble the Court of Directors, by whose expressed wishes and opinion he has mainly sought to guide himself in the general views on which his measures in respect to public education have been founded.

"The Governor General in Council will accordingly be prepared eventually to meet the requisitions of the Committee for assigning to them additional sums to the extent specified in paragraph 9 of this letter for the purpose of carrying into effect the augmentations and alterations of system recommended in their Report, and the Committee are requested now and at convenient intervals, to submit a statement of the sums actually required by them for their monthly expenditure—when the necessary orders will be issued accordingly to the Financial Officers on the subject.

* * * * * *

"It is recommended in paragraph 31 of your letter as a further encouragement, that some mark of distinction or scholastic degree be conferred on those meritorious youths who have passed through the Senior Scholarships with credit, so as to dis-

(24) Letter of 16-12-1840— concld.

tinguish them in society as men of learning. This proposition may be reserved for consideration hereafter when its practical adoption may appear to be desirable with reference to the circumstances and feelings of Indian society.

"The Governor General in Council will not disturb the appropriation of the allowance of 500 rupees monthly drawn from Government on account of the School Society, when Mr. Hare continues to be connected with the Presidency School near the Hindoo College, to the maintenance of which it is principally applied. Mr. Hare will be required by the Committee to make periodical reports on the state and prospects of the Preparatory School, and when his connection with it ceases the disbursement will come more directly under the supervision of the Committee of Public Instruction, to whom the assignment, as you suggest, will be then transferred.

"I am directed in conclusion to express the warm acknowledgments of the Right Hon'ble the Governor General in Council to the Honourable President and the Members of the General Committee of Public Instruction, for the valuable review of the existing collegiate and Scholastic Establishments of this Presidency, and for the new scheme of organization presented in the several important suggestions above noticed."

(25) *Extracts from the reports for 1840-41 and 1841-42 on the subject of preparing a series of Vernacular class-books.*

(25) Reports of 1840-41 to 1841-42.

"With reference to paragraphs 26 to 29 of the Minute by the Right Hon'ble the Earl of Auckland, dated the 24th November, 1839, and with reference also to paragraph 44 of our address to Government, dated 30th of October, 1840, and paragraph 39 of Mr. Secretary Bushby's letter in reply, dated 16th December, we have the honour to draw the attention of the Supreme Government to our proceedings on the subject of Vernacular Class-books.

* * * * * *

"The Government of India desired the early and most careful attention of the Council to the beneficial completion and propagation of all the details necessary to carry out the approved principle, and stated that it would be generally disposed to sanction from time to time such sums on account of the preparation and examination of these Vernacular Class-books, as the Council might recommend to be assigned for the same.

"In furtherance of these instructions we held certain proceedings on the dates noted in the margin, the general results of which may be stated as follows :— *(25) Reports 1840-41 to 1841-42*—contd.

9th April.
26th April.
12th May.

We resolved—

Firstly.—"That the works to be rendered into the Vernacular languages should be first prepared in English suited to the circumstances of this country ; as by these means the same works might be translated into the languages of the various kingdoms and Provinces of India, and thus impart a character of uniformity to the whole educational system.

Secondly.—That these works should be collated from existing treatises with the exception of the Spelling Book, Grammar and Dictionary (for reference), and Vocabulary (to be committed to memory in order to impress on the mind the meaning and derivation of the principal words). These last are not to be prepared first in English.

Thirdly.—"That the Local Arithmetic, and Accounts of the Province, should form one of the first subjects of study, and that this treatise should be at once prepared without being previously written in English. But such Local Arithmetic is to be adapted to the European system of study (including the rule of proportions with fractions decimal as well as vulgar, and the extraction of the square and cube root) though expressed in the forms, tables, and numbers, peculiar to the locality.

Fourthly.—That the first work to be prepared in English, and rendered into the Vernacular, should be a Reader of about 100 pages, conveying valuable instruction in the simplest language.

Fifthly.—That then should follow :—

The History of the Province or Kingdom in which the Seminary is located.

An Ethnological View of the Rise, Progress, and Fall of Kingdoms and Empires.

A Compendium of General Geography with a few leading Statistical facts.

A History of India.

History of England.

A Description of the Wonders of Nature and Art in India.

(25) Reports of 1840-41 to 1841 -42—concld.

Sixthly.—That while the aggregate of all the works should not exceed an amount which would allow a rate of 250 duodecimo pages to each, that limit should not be enforced for such particular work (say for instance General History and the History of India, which may be imperfect if so limited) as may require more space.

Seventhly.—That during the preparation of this Series, approved existing works, should be brought into use.

Eighthly.—That all the above works should be taught only in the Vernacular Institutions; and only until the further plan approved, and in preparration, is matured.

56. We have subsequently taken further measures to bring the fuller plan approved to maturity, by the selection of qualified individuals for the preparation of some works, and by general invitation in those directions where we had prospects of success, for the preparation of others. The details of these will be narrated in their proper place in our next Report. We have duly furnished the Madras and Bombay Governments, and the Local Vernacular Gazettes, with copies of our proceedings on this subject."

(26) *From the Under Secretary to the Government of Bengal, to the Secretary to the Sudder Board of Revenue, dated Fort William, the 18th December, 1844.*

(26) Letter of 18-12-1844.

" The Right Hon'ble the Governor of Bengal has determined to sanction the formation of Village Schools in the several districts of Bengal, Behar and Cuttack, in which sound and useful elementary intructions may be imparted in the vernacular language. The funds available for this purpose are limited and the number of schools which at present it is practicable to establish in each district is necessarily small; but this circumstance is of no immediate consequence, as under any circumstances it would not have been prudent to commence upon a measure of this nature, which as yet can only be considered experimental, on a more extended plan. His Excellency however trusts that the Board and the local Revenue authorities, to whom under all circumstances, he has thought proper to commit the direct care and control of these infant Seminaries, will enter upon the duty with that interest and zeal which its great importance demands and that the result of the experiment will be such as to justify him at some future and no very

distant period in applying to the Government of India for the means of providing for its extension. (26) *Letter of 18-12-1844—contd.*

Secondly.—The number of Schools which the funds at the disposal of the government will admit of being formed, is one hundred and one, to each of which a Master will be appointed capable of giving instruction in vernacular reading and writing, Arithmetic, Geography and the histories of India and Bengal. The salaries of the Masters will be as follows :—

	Rs.	A.	P.
20 @ Rs. 25	500	0	0
30 @ „ 20	600	0	0
51 @ „ 15	765	0	0

Making a total expense of Rs. 1,865 a month or Rs. 22,380 per annum.

Thirdly.—The distribution of the Schools will be according to the annexed Scheme :—

Patna Division.

	Schools.
Patna	3
Behar	3
Shahabad	3
Sarun	3
Champarun	2
TOTAL	14

Bhaugulpore Division.

	Schools.
Tirhoot	3
Bhaugulpore	3
Monghyr	3
Purneah	3
Dinajpore	3
Maldah	2
TOTAL	17

Moorshedabad Division.

	Schools.
Moorshedabad	3
Beerbhoom	3
Rungpore	3
Rajshahi	3
Pubnah	3
Bograh	2
TOTAL	17

(26) *Letter of 18-12-1844—* contd.

Dacca Division.

	Schools.
Dacca	3
Mymensingh	3
Sylhet	3
Backergunge	3
Furreedpore	3
TOTAL	15

Jessore Division.

	Schools.
Jessore	3
Nuddea	3
24-Purgunnahs	3
Hooghly	3
Burdwan	3
Baraset	2
Bankora	2
TOTAL	19

Cuttack Division.

	Schools.
Midnapore	3
Cuttack	3
Balasore	3
Khoorah	2
TOTAL	11

Chittagong Division.

	Schools.
Chittagong	3
Tipperah	3
Bulloоah	2
TOTAL	8
GRAND TOTAL	101

Fourthly.—The Schools will be established in any two or three of the principal towns of each district where the inhabitants may be willing to provide a suitable building for the purpose, and to keep it in proper repair. The Collectors or Deputy Collectors of each District will take care that the intentions of Government in this respect are universally known before they decide on the location of the Schools, and invariably give the most populous places the preference. Should there be any District in which obstacles arise to the establishment of the

allotted number of schools, they may be located in other districts of the same division at the discretion of the Commissioner. For Masters, the Collectors will apply to the Secretary to the Council of Education, and for books to the same functionary. *(26) Letter of 18-12-1844—contd.*

Fifthly.—The system of instruction to be pursued in these schools will be strictly uniform, and for this purpose the inspector, Mr. E. Lodge, has been directed to frame a scheme of study, which, when approved, will be communicated to the Board for their information and the guidance of their subordinates. The Collectors will visit each school in their several districts at least once a year, and report on them annually to the Commissioners, who will submit a general report of all the schools in their respective divisions, through the Board to Government. The Commissioners will likewise be expected to visit the schools as often as may be on their periodical tours.

Sixthly.—The master of each school will send in to the Collector monthly returns of the number of boys belonging to it, and the number in attendance every day. He will also keep a Register of all boys admitted into the school, and one of daily attendance. At the end of the year he will furnish the Collector with a statement of the classes and of the progress of the boys during the year. These registers and returns will all be drawn out in the vernacular language and the Collector will take care to see that they are kept and forwarded to him with punctuality.

"It is the desire of the Governor that all boys who may come for instruction to these schools should be compelled to pay a monthly sum, however small, for their tution, and also be charged the full value of books supplied to them from the public stores. Gratuitous education is never appreciated, and moreover, the necessity for payment tends to induce more respectable classes to send their children to the Government schools which would otherwise be attended by those of the lowest orders. All are equally in want of instruction, and it is obviously proper to begin with those who can not only contribute means for its further extension, but influence others by their example to follow the same course.

"The schools will be visited occasionally by the Inspector, to whom every facility will be given by the revenue authorities for ascertaining the state of the classes and generally for obtaining all information which he may consider necessary in connexion with his duty.

(26) Letter of 18-12-1844— concld.

" A copy of this letter has been sent to the Commissioner of Chittagong for his guidance in respect to the schools to be established in the districts composing his division."

I have the honour to be, &c.,

C. BEADON,

Under Secretary to the Govt. of Bengal.

(27) From the Sudder Board of Revenue, to the Government of Bengal, dated the 23rd January, 1845.

(27) Letter of 23-1-1845.

" I am directed by the Sudder Board of Revenue to intimate for the information of the Right Hon'ble the Governor of Bengal, that they have duly given effect to the instructions conveyed in Under Secretary Mr. Beadon's letter, No. 828 of the 18th ultimo, for the formation of village schools in the several districts of Bengal, Behar and Cuttack, for the purpose of imparting sound and useful elementary instruction in the Vernacular language—and at the same time to express the great satisfaction the above orders have given them, and that, impressed with the fullest conviction of the very important benefits the native public throughout the country must derive if this enlightened measure be zealously, discreetly, and judiciously carried out, it will be their most earnest endeavour to promote its success by every means in their power.

" The more opulent natives of each district, the Board think, might be very usefully stimulated to establish and place under the control of the Officers of Government, vernacular schools such as are now proposed, at their own expense, by being made to understand that it would be one of the surest methods of showing that they merit elevation and distinction from Government."

I have the honor to be, &c.,

G. PLOWDEN,

Officiating Secretary.

(28) Resolution, dated 10th of January, 1842.

(28) Resolution of 10-1-1842.

" The Governor General in Council having been pleased to resolve that the institutions founded and supported by the Government for the diffusion of Education shall be brought more directly under the control of the Government itself, aided by a Council of Education composed of the present members of the General

Committee of Public Instruction, and such other officers as may from time to time be joined with them, the local Committees of the Colleges and Schools in the two divisions of the Bengal Presidency will in future address their reports and references to the Secretary in the General Department of the Government of India. *(28) Resolution of 10-1-1842—* contd.

"The Governor General in Council has been pleased to appoint the Hon'ble Mr. W. W. Bird to be the President of the Council of Education and its several sub-committees.

"These Sub-Committees are requested to continue in the discharge of their duties of Examination and Superintendence as at present, being now Sub-Committees of the Council of Education.

"The General and Financial business of the Department of Education will be assumed by the Government, and the Council of Education will be maintained for purposes of reference and advice upon all matters of important administration and correspondence, retaining under the directions of the Government the supervision now established over the institutions at the Presidency.

"A Deputy Secretary will be appointed to the General Department of the Government of India and Bengal, who will be *ex-officio* Secretary of the Council of Education and of its different Sub-Committees.

"In the meantime Dr. Wise, the present Secretary, will be pleased to act under the orders of the Secretary in this Department until all the measures for the transfer of business and the appointment of a Deputy can be matured.

"The Right Hon'ble the Governor General in Council has been pleased to appoint Mr. H. V. Bayley to be Deputy Secretary to the Governments of India and Bengal in the General Department, and *ex-officio* Secretary to the Council of Education and to its several Sub-Committees."

(29) *Circular No. 1, dated 3rd May, 1843, to the Secretary to the Local Committee.*

"I am directed to transmit for your information and guidance the annexed extract from a Resolution recorded by the Govern, ment of India under date the 29th ultimo, and to acquaint you that the Institutions in the Agra Division of the Bengal Presidency as noted in the margin, are placed under the Government of the North-Western Provinces, and you are requested to submit all your communications connected with the School to that Government for orders. *(29) Circular dated 3-5-1843.*

Benares College.
Ghazipore.
Allahabad.
Saugor.
Jubbulpore.
Azimghur.
Gorrackpore.
Agra College.
Delhi College.
Barrelly.
Meerut.
Furruckabad.

(29) Circular dated 3-5-1843 —contd.

" You will be pleased also to forward in future the monthly pay abstracts of the School to the Secretary to the Government in the North-Western Provinces, who will transmit them, after examination, to the Civil Auditor there, for the purpose of being audited and returned to you for payment at the Local Treasuries as heretofore.

Fort William, 3rd May, 1843."

Extract from a Resolution of the Government of India, dated 29th April, 1843.

" Respecting Education, the Establishments within the two Divisions of the Presidency, which are now carried on under the direction of the Supreme Government will henceforth be superintended by the Governments of Bengal and Agra, respectively ; the Councii of Education being placed in direct communication with the Government of Bengal, and in other respects remaining on its present footing until further orders."

(30) *Circular No. 16, dated July 1844, to the Local Committee.*

(30) Circular dated July 1844.

" With reference to the appointment of Mr. J. Ireland to be Inspector of Colleges and Schools in Bengal, Behar and Orissa, and an *ex-officio* Member of all the Local Committees of Public Institution and of the Nizamut College Committee, published in the Calcutta Gazette of the 6th instant, I am directed by the Hon'ble the Deputy Governor to forward for your information and guidance extracts from a letter addressed to that gentleman on the 20th ultimo."

Extracts from a letter addressed to Mr. Ireland, dated 20th June, 1844. No. 434.

Dacca.
Commillah.
Sylhet.
Chittagong.
Burrisaul.
Jessore.
Midnapore.
Cuttack.
Bauliah.
Bhaugulpore
Patna.

" From the date on which you may assume charge of your new appointment of which due notice will be given in the Calcutta Gazette, the duties of the several Local Committees noted in the margin (of each of which you will be an *ex-officio* Member), will be confined to the following heads :—

" To suggest improvements, and bring abuses and irregularities to the notice of the Inspector.

To encourage local subscriptions and donations, the establishment of Branch Schools, and the attendance of the children of respectable parents.

To visit the college or school frequently, and insert in a book prepared for the purpose, a memorandum of the classes, both English and Vernacular, examined

at each visit, with their opinion of the state of the institution and any changes they may consider necessary for its improvement. This book shall be at all times accessible to the Principal and Masters. *(30) Circular dated July 1844*—contd.

To superintend and assist at all examinations for prizes, scholarships, etc.

To grant, or forward to the Government, applications for leave of absence to principals, masters, and scholars, under the rules of the 28th February, 1844.

To manage the funds of the institution under their charge, and to check and countersign the monthly establishment and contingent bills as heretofore.

"The admission of scholars will rest with the principals of colleges and head masters of schools, subject to the rules in force, and to your approval. All other functions of the Local Committees, including the control of the principals and masters, will be transferred to the inspector, who will be responsible only to the Government.

"You will ordinarily correspond direct with the principals of colleges, and head masters of schools, but also if necessary with the Local Committees through their Secretary."

8. You will be expected to visit every school at least twice a year and some of them oftener.

10. The principal objects which the Government have in view and to the accomplishment of which your efforts will be mainly directed are—

"The provision of means for imparting a high standard of moral and intellectual education through the medium of English in the Colleges of Dacca and Moorshedabad as well as at any other institutions of a similar character which it may hereafter be expedient or practicable to establish.

"The acquisition by the students, at the same time, of a sufficient mastery of the Vernacular, to enable them to communicate with facility and correctness in the language of the people the knowledge obtained by them at the central college.

"The extension of the means of instruction in the Zillahs by the establishment of Vernacular Schools or the improvement of those which already exist, in the more populous towns throughout the presidency.

"The preparation of a complete series of vernacular class-books.

"The introduction of a more uniform and systematic course of study, and the improvement of discipline at all the Government Institutions."

(31) *Resolution of the Government of India, dated the 10th October, 1844.*

(31) Resolution of 10-10-1844.

"The Governor General having taken into his consideration the existing state of education in Bengal and being of opinion that it is highly desirable to afford it every reasonable encouragement by holding to those who have taken advantage of the opportunity of instruction afforded to them, a fair prospect of employment in the public service, and thereby not only to reward individual merit, but to enable the State to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people as well by the Government as by private individuals and societies, has resolved that in every possible case a preference shall be given in the selection of candidates for public employment to those who have been educated in the institutions thus established, and especially to those who have distinguished themselves therein by a more than ordinary degree of merit and attainment.

"The Governor General is accordingly pleased to direct that it be an instruction to the Council of Education and to the several Local Committees and other authorities charged with the duty of superintending public instruction throughout the provinces subject to the Government of Bengal to submit to that Government at an early date, and subsequently on the 1st of January in each year returns (prepared according to the form appended to this resolution) of students who may be fitted according to their several degrees of merit and capacity, for such of the various public offices as, with reference to their age, abilities, and other circumstances, they may be deemed qualified to fill.

"The Governor General is further pleased to direct that the Council of Education be requested to receive from the Governors or Managers of all scholastic establishments, other than those supported out of the public funds, similar returns of meritorious students, and to incorporate them after due and sufficient enquiry with those of Government Institutions, and also that the managers of such establishments be publicly invited to furnish returns of that description periodically to the Council of Education.

"The returns when received, will be printed and circulated to the heads of all Government offices both in and out of Calcutta, with instructions to omit no opportunity of providing for and advancing the candidates thus presented to their notice and in filling up every situation of whatever grade, in their gift, to shew them an invariable preference over others not possessed of superior qualifications. The appointment of all such candidates to situations under the Government will be immediately communicated by the appointing officer, to the Council of Education,

and will by them be brought to the notice of Government and the public in their annual reports. It will be the duty of controlling officers with whom rests the confirmation of appointments made by their subordinates to see that a sufficient explanation is afforded in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns. (31) *Resolution of 10-10-1844*—contd.

"With a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people, the Governor General is also pleased to direct that even in the selection of persons to fill the lowest offices under the Government, respect be had to the relative acquirements of the candidates, and that in every instance a man who can read and write be preferred to one who cannot."

(32) *Despatch from the Court of Directors, dated May 12th, 1847.*

"Your public letter of the 21st of May, No. 17 of 1845, informs us that you have intimated to the Council of Education your assent to their proposal that all persons whose names are inserted in the list of those qualified for the service of Government shall have passed satisfactorily, an examination similar to that which entitles a student to a senior scholarship at the Calcutta and Hooghly English Colleges. This rule requires a critical acquaintance with the works of Bacon, Johnson, Milton and Shakespear, a knowledge of ancient and modern history, and of the higher branches of mathematical science, some insight into the elements of natural history and the principles of moral philosophy and political economy, together with considerable facility of composition and the power of writing in fluent and idiomatic language an impromptu essay on any given subject of history, moral or political economy. (32) *Despatch of 12-5-1847.*

"It appears to us that the standard can only be attained by the students in the Government Colleges, and that therefore it virtually gives to them a monopoly of public patronage.

"We are also of opinion that this high test, instead of promoting, will in effect discourage the general acquisition of the English language. Those who cannot hope to pass this test will not think it worth their while to bestow any time upon learning the English language, at least with a view to employment in the public service.

(32) Despatch of 12-5-1847 —contd.

" Nor are we disposed to regard a high degree of scholastic knowledge constituting an essential qualification for the public service. To require only a moderate and practical knowledge of English, with a thorough command of the vernacular language and testimonials of regularity, steadiness, diligence and good conduct, will be, in our opinion, the best way to obtain the largest number of candidates competent to become useful officers in the different ranks of the Revenue and Judicial Departments, though we do not deny that there may be some few appointments which it may be desirable to bestow as the rewards of greater proficiency in the higher branches of literature.

" But we would not insist throughout all India on even a moderate acquaintance with the English language. Where, from local circumstances, the persons whom it would be most desirable to employ are found deficient in that knowledge, we would not, on that account peremptorily exclude them from employment, though other qualifications being equal, or nearly so, we would allow a knowledge of the English language to give a claim to preference.

" We are further inclined to doubt the expediency of subjecting all candidates to public examination held at the Presidency. It is not probable that young men from Behar or Cuttack will come to Calcutta merely that they may be recorded as fit for official employment without any assurance that they will ever be so employed. The same objection applies to the registration fee required from all candidates for examination. It will be felt as an unjust exaction by those who derive no eventual benefit from shewing themselves equal to the prescribed test, and the examinatoin being for the benefit of the public, the cost of it, if incurred at all, should be defrayed at the public expense."

(33) *Letter dated 29th June, 1848, from the Council of Education to Government.*

(33) Letter of 29-6-1848.

" I have the honour, by direction of the Council of Education, to acknowledge the receipt of letter No. 336, dated 19th April, 1848, from Mr. Officiating Secretary Dalrymple, giving cover to copies of despatches from the Honourable Court of Directors, and requesting the Council to express an opinion upon the subject of admitting proficients in Oriental languages to the privileges afforded to English scholars by the resolution of October 10th, 1844, as well as to report the results of their conference with the proprietors of private schools upon the points noted by the Hon'ble the Deputy Governor of Bengal.

"In reference to the observations of the Hon'ble Court of Directors in the 4th paragraph of their despatch relative to the extension of the benefits of Lord Hardinge's resolution to Oriental scholars, the Council have to answer that they understand that resolution to have been intended mainly and directly to foster a more general desire for education; by holding out to distinguished students the promise of a preference for employment under Government, among those who in other respects might be equally well qualified for it. They do not consider the improvement of the native Civil Servants, although a necessary particular consequence, to have been the principal aim of the resolution; but rather the general improvement of the great body of the people, by the increased value which the universal desire of such employment must give in their estimation, to the training by which they hope to see their children placed in a favourable position for gaining it. Great care has been taken to explain to candidates for admission into the Council's Lists of deserving students, that it implies no pledge on the part of the Government for their future employment. It might appear in undesirable contrast with these warnings, if it should be observed that the tests of proficiency were selected with reference to attainments, which the Council deem of little value, unless in connexion with the service of Government, rather than to those which, on the fullest consideration, have been preferred as the best means of developing the moral and intellectual character of the nation.

(*33*) *Letter of 29-6-1848*—contd.

But there is one objection to the proposed standard to which you have not adverted, its being almost exclusively English, and consequently debarring the students of the Native Colleges Hindus and Muhammadans, from all chance of a place among the candidates for the patronage of the Government Offices. Even where these students may add a knowledge of English to their acquirements, in the languages, literature and laws of their country, it can not be expected that they should attain the same proficiency as those young men who have devoted the whole of their time to the study of English, and consequently they can not pass such an examination as will alone entitle them to have their names inserted in the list of competent individuals, although in many respects, they may be much fitter for the duties of the public service than the mere English scholar, however, high his attainments. We are therefore of opinion that in order to meet this difficulty an equivalent standard should be decided on to test the acquirements of this class of students and that distinction, founded on the extent and amount of their attainments in such branches of study as shall be included under such standard, combined with but a moderate practical knowledge of English, shall entitle them to a place in the lists of qualified candidates for public employment.

"The foregoing observations are made on the supposition that, in speaking of Oriental scholars, the Hon'ble Court mean those who alone would be so deemed by the Natives themselves, that is to say, proficients in Sanscrit on the one hand, and Persian and Arabic on the other. It has been deemed right to keep open, under

(33) Letter of 29-6-1848— contd.

the patronage of Government Institutions in which those who desire instruction in those languages may receive it. Perhaps even an undue preference has been shewn to them in some respects, by giving instruction in those institutions on easier terms than in the English Colleges ; but even this has not been without its use, in shewing, beyond question, how much more eagerly the awakening intellect of Hindustan desires the more valuable treasures which are opened to its enjoyment through European literature and science. The Council of Education fully agree in the policy of all that has been hitherto conceded in this respect ; but they are of opinion that it would be in direct contradiction to all that has been done for education in India during the last thirteen years since it was finally determined that English should be offered to the youth of India, as their classical language, and that proficiency in it should be deemed the indispensable characteristic of a liberal education, if a step were now taken, which would amount to a virtual admission that, in the estimation of the examiners, the study of Sanscrit or Arabic is as valuable and as well worth the time and trouble bestowed on it as that of English.

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" But if, by directing the attention of the Council to the case of Oriental scholars the Hon'ble Court mean to imply that, in their opinion, sufficient care has not been bestowed on the study and improvement of the Vernacular dialects, and that the Council should insist on a thorough knowledge of their native tongue being made a necessary preliminary to the admission of students to competition in the higher walks of English literature, the Council beg leave to answer that, even supposing that there may have been heretofore some ground for holding that sufficient importance was not attached to the cultivation of the native languages, the attention of the Council is now fully drawn to the absolute necessity of combining Vernacular with English education, if the influence of the Government schools is to be manifested beyond the students who are actually within their walls.

" In accordance with the suggestions of the Hon'ble the Deputy Governor of Bengal, the Council placed themselves in communication with the proprietors of private schools, acquainting them with His Honour's sentiments, and requesting them to specify the exact nature and extent of their objections to the existing system of examination, as well as to favour the Council with the modifications they would propose, to render them acceptable to all persons unconnected with Government Institutions.

"Answers to this communication were received from the native proprietor of the Oriental Seminary, the Principal of Serampore Seminary, the Secretary of La Martiniere and from the Chairman of a meeting convened for the purpose of considering the Council's letter at which the several educational Institutions, noted in the margin, were represented. With the concurrence of the meeting, the Chairman appended to its resolutions his own observations in illustration of them, which he stated to be made on his responsibility, but he believed them substantially to represent the views of the gentlemen composing the meeting.

(33) *Letter of 29-6-1848*—contd.

Institution supported by the Church Missionary Society, Established Church of Scotland, Free Church of Scotland, London Missionary Society, Baptist Missionary Society and Parental Academy.

"The resolutions of the meeting were :—

I. "Resolved unanimously that, without entering into any debate as to what constitutes the best or even an essentially good course of education, this meeting find, in point of fact, that there are now three distinct courses of improved education in operation among us, *viz.*:—

Firstly.—The exclusively secular course pursued alike in Government and many purely native Institutions, which includes merely English secular literature and science, though in the widest and most extended sense.

Secondly.—The ordinary European course formed after the home European model, and pursued in several Christian Institutions, such as the Parental Academy and St. Paul's School, which besides English secular literature and science, includes largely the study of ancient classical literature, in conjunction with a considerable range of Christian literature.

Thirdly.—The mixed course pursued in all the existing Christian Institutions for native youth, in which a range of English literature and science, more or less comprehensive, is inseparably conjoined with a more or less extensive course of Christian Literature.

"That from the preceding statement the nature of the leading objection to the standard of scholarship at present adopted in conducting the examination of Native candidates for Government employ, must at once be apparent, *viz.*, that it is framed exclusively upon the model of the first of the above-mentioned courses, and fitted exclusively to test the proficiency of young men who have been instructed according to its provisions and details ; ancient classical literature having

(33) Letter of 29-6-1848— contd.

no adequate or proportional value attached to it in the test, and Christian literature, properly so called, being well nigh excluded altogether.

"That in this way young men educated under either of the two latter more extended courses, are wholly prevented from competing on equal terms with young men whose whole-time strength and energy are devoted to the more limited range of mere English secular literature and science, on a knowledge of which alone the candidates are examined.

III. "That no mere modification of a test which restricts itself mainly, if not exclusively, to English secular literature and science, can possibly obviate or remove the foregoing objection, that in order to adopt itself to other institutions, in which ancient classical literature, or English Christian literature may be largely taught, it must need undergo an organic alteration or enlargement.

IV. "That the meeting agree to forward to the Secretary of the Council of Education a copy of this minute of proceedings, and leave it to the consideration of Government to make any further proposals or ask for any further information on the subject as it may deem proper, and finally that the Chairman be requested to forward the minute, accompanying the same with any remarks on his own individual responsibility, which, by way of explanation, he may consider desirable.

"The above resolutions were accompanied by a detailed communication from the Chairman of the meeting, the Rev. Dr. Duff, who after premising that the high character and standing in society of the members of the Council put their personal honor and integrity above suspicion, goes on to remark—

'*Firstly.*—That the fact that all the leading examiners are Government men, without the presence of any representative of Christian Institutions, is well fitted to excite unpleasant apprehensions of a very obvious kind; and secondly, the fact that they are not professional educationists, but unprofessional amateurs, is calculated to awaken doubts of their aptitude, or competency skilfully to elicit the varied scholarship of the candidates, as well as of their fitness rightly to estimate the relative or proportionate value of the scholarship so elicited.'

"He then intimates that no objection is taken to the amount and extent of learning involved in the Council's standard, but that the nature and quality of the subjects chosen operate practically to exclude all our candidates from a fair or equal competition with the scholars of Government colleges.

"In conclusion, the Council beg leave to observe that no objection is taken to the extent of the standard, which the Council concur with Sir Herbert Maddock in deeming it undesirable to lower. At the same time the Council allow that the nature of the standard admits of alteration, but they are not now prepared to enter on the consideration of that question. The present standard has been and can be readily attained by the pupils of any efficient and well organised public or private schools. To reduce it, would tend to encourage pupils to become contented with a superficial amount of knowledge, and to enter upon the active duties of life before the maturity of their reasoning faculties, the formation of their character and the principles implanted by a more extended course of study, had time to produce their full efforts." (33) *Letter of 29-6-1848—contd.*

(34) *Extracts from the Report of the Council of Education dated the 3rd October, 1853, reviewing the state of Vernacular Education and proposing the establishment of model vernacular schools.*

"The subject of Vernacular Education in Bengal having occupied much of the time and attention of the Council of Education since the Schools devoted to it were transferred to their superintendence in April, 1852, I am directed by that body to submit for the information and orders of Government the following Report regarding it : (34) *Report of 1853.*

"A careful study of the periodical Reports furnished by the Board of Revenue, and published in the Annual Volume recording the progress of Education in Bengal, having shown that, from various causes, the Vernacular Schools instituted in 1844, had failed to produce the effects anticipated, the first care of the Council was to endeavour to ascertain the exact state of the Institutions committed to their charge and if possible, to discover the real cause of their failure.

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"Before taking any further steps in the matter the Council were anxious to ascertain the state of Vernacular Education in the North-Western Provinces, where a new plan had been introduced by the Lieutenant-Governor which had been in operation for more than two years, and of the result of which a very favourable Report had been made by Mr. Reid, the Visitor-General.

"The Secretary to the Council accordingly, among other objects, was directed during his visit to the North-Western Provinces, with the sanction of the Honor

34) Report of 853. able the Lieutenant-Governor, to inspect and report upon such of the Tahseelee Schools as lay in his route. This Report is also appended to the present communication.

* * * * * *

" They quite concur, however in the opinion expressed by the late Earl of Auckland, that when any such scheme comes to be tried " the arrangements for introducing it, should be on a liberal and effective scale, and that it ought not to be undertaken at all until the Government is satisfied that it has, at command, a thoroughly zealous and qualified superintendence."

23. The Council are moreover of opinion, that any scheme of Vernacular Education for Bengal to be successful, must be based upon the existing Institutions of the country.

* * * * * *

The Council do not pretend to hope that any real or permanent improvement in the existing Gooroomohasoy's or Native School masters, will be produced by the adoption of a better class of books, or a more perfect system of instruction.

" But they confidently believe, that by the establishment of model Vernacular Schools, the introduction of systematic instruction by well selected books, constant visitation, and the spreading abroad of the large number of Natives educated in Colleges and Zillah Schools, the old order of ignorant teachers will soon be replaced by men of a higher stamp ; and that a steady and solid advance in Vernacular Education will thereby, ere long, be produced.

" If there existed in Bengal the same Revenue system as that of the Agra Government, and a class of subordinate Officers corresponding to the Tahsildars, the Council believe that the immediate introduction of Mr. Thomason's successful plan would be the best that could be devised.

" The leading features of that plan appear, however, to be as applicable to Bengal, as they have been proved to be to the Agra Districts in which it has been introduced.

" They are a general controlling authority, a subordinate visiting agency ; the introduction of a better class of books, and a suitable system of rewards for such indigenous Schools as submit to inspection and visitation.

" The Tahsili School again fulfils, in a great measure, the purposes of a Model School for the District in which it is placed.

* * * * * *

"The Council propose to establish in each zillah, in which the experiment is to be tried, four model Vernacular Schools; to organize the necessary Staff to visit and inspect the existing Vernacular Schools of those Districts, to afford instruction to the Masters; rewards to the best pupils; and a supply of books to the Schools themselves; gradually to introduce a uniform plan of study of a higher order, but strictly suited to the circumstances and requirements of the people, and to connect the whole with a more practical working of Lord Hardinge's Resolutions of October 1844, than can in existing circumstances be otherwise accomplished." *(34)* ***Report of*** *1853*—contd.

Establishment.

"To carry such a plan into effect would require the following establishment:—

An Inspector of Vernacular Schools analogous to the Visitor-General of the North-Western Provinces, Zillah visitors, Pergunnah Visitors, Pergunnah Schools, with a superior class of Vernacular School masters.

*   *   *   *   *   *

"The Purgunnah Schools should serve as Model Schools for the Districts in which they are placed."

"The Pergunnah Schools should be placed in the most populous and accessible villages of the Districts; they should not, however, be at the Sudder Station where the existence of the English Zillah Schools will generally prevent their succeeding.

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"The Council recommend the trial of the experiment in at least four Zillahs, in order that all sources of success or failure from local causes may counterbalance each other, and the scheme have a fair chance of being tested on its own merits.

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"The best Zillahs then, to commence upon, would, in the opinion of the Council, be Hooghly, Burdwan, Beerbhoom and Jessore, which form a compact accessible circle for the experiment. The cost of the scheme is not easy to calculate, as the Grants-in-aid of books, &c., can only be correctly ascertained, when the plan is in full operation."

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"To increase the estimation of the Model Schools and to reward the most deserving pupils of the existing Vernacular Schools, the Council suggest that every pupil, passing with credit through their respective courses, should be presented

4) Report of '53—concld. with a small parchment certificate, stating on one side the age, name, caste, parentage, village and a brief description of the individual for personal indentification; and on the other, a certificate of character and proficiency in the studies of the School in which he was educated, signed and sealed by the Visitor-General."

" This should serve as a passport to the individual, and in the event of his becoming a candidate for public employment, the preference, in selection, should, *cæteris paribus*, be given to the bearers of these certificates over those who can produce no such proofs of character and qualification."

(35) *Extracts from letter No. 525, dated 16th November, 1854, from the Government of Bengal, to the Government of India.*

35) Letter dated 16-11-1854.

No. 749, dated 4th November, 1853.
Vide Pro. 24th November, 1853, Nos. 126-128.

" With reference to the letter from your Office noted in the margin, I am directed to inform you, that on receipt of that letter, the Government of Bengal put itself in communication with the Council of Education, with a view to determining the best mode of establishing and extending a sound system of Vernacular Education in these Provinces.

" The Council of Education gave their careful attention to the subject and have recently reported the result to Government. * *

" The Lieutenant-Governor was at that time a Member of the Council of Education, and in that capacity he stated his views of the course proper to be taken in a Minute, which it seems best, since it still expresses the Lieutenant-Governor's opinions, to set out at length in this place."

The Lieutenant-Governor wrote as follows:—

I have very carefully considered this matter, and shall proceed now to state very briefly what steps should in my opinion be taken to give effect to the determination of the Most Noble the Governor General in Council, as expressed in the enclosure to Mr. Beadon's letter to the Council of Education, dated 19th November last.

In the Province of Bengal we have a vast number of indigenous Schools. I have carefully inquired about them from several well informed persons, Native and European, and I am assured that these Schools are universally in a very low and unsatisfactory condition, the office of School-Master having in almost all cases, devolved upon persons very unfit for the business.

Our object should be, if possible, and as far as possible to improve these schools and we cannot do better than follow the excellent example of the late Lieutenant-

Governor of the North-Western Provinces, and establish a system of Model Schools as an example to the indigenous Schools and a regular plan of visitation by which indigenous school masters may gradually be stimulated to improve up to the models set before them. By degrees this system may be extended over the whole of Bengal; but as in the North-Western Provinces, I think it will be wise to begin with a manageable extent of Districts, say four or five zillahs in the neighbourhood of Calcutta and the Zillahs of Behar. (35) *Letter dated 16-11-1854*—contd.

" If the plan takes root in these Districts, and the Schools produce their expected result in the improvement of indigenous Education now prevalent, it will spread almost spontaneously to the neighbouring zillahs, and each successive extension will be easier and more economical than the earlier attempts."

" I append a memorandum on the subject, drawn up by the energetic and able Principal of the Sanscrit College, who, as is well known, has long been zealous in the cause of Vernacular Education, and has done much to promote it, both by his improved system in the Sanscrit College and by elementary works which he has published for the use of Schools."

I approve generally of the plan which is contained in the Principal's memorandum, and would wish to see it carried into effect.

" If these measures were adopted, and if at the same time direct encouragement were given to Vernacular Education, by a regular system of preferring for even the lowest offices under Government persons able to read and write, there can be no doubt that a great impulse would be given to the desire for Education which already exists in Bengal; and by a judicious encouragement and dissemination of approved Vernacular books through the Schools, and occasionally by the establishment of Libraries in fit places, a powerful impression might, in a reasonable time, be made on the Native mind.

* * * * * *

" I have no information which enables me at present to propose a distinct plan for Behar, yet the Zillahs of the Behar Province ought not to be left uncared for. They are proverbially in a state of darkness and very different from Bengal, where indigenous Schools abound."

" For the present I should advise that a capable Civil Officer should be selected, acquainted with the Behar Province, and that to him should be committed the duty of organizing a system of Model Schools and indigenous School encouragement

(35) Letter dated 16-11-1854—concld.

similar to that which in the hands of Mr. Reid proved so successful in the neighbouring zillahs of the North-Western Provinces.

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" Putting it at the same rate as the North-Western Provinces, and Behar, the whole annual ultimate expense of Model Schools and superintendence, besides Grants-in-aid in the Lower Provinces, would not equal two lakhs of rupees. But this estimate allows nothing for the gradual introduction of the paying system, by which (if the Government were to use its patronage to the encouragement of the scheme) it is certain that a large part of the expense would be covered. It allows nothing also for the operation of grants-in-aid, by which I am convinced, our expenses would be very greatly reduced, the same effect being produced in every School where it is employed at less than half the cost."

" On the whole I would recommend that we should propose to Government an annual expenditure of Rs. 50,000 in Behar and Rs. 21,000 in Bengal. We cannot say how much will be required for grants-in-aid. But we might ask for a discretionary authority to comply with applications, reporting monthly, or if necessary weekly, the amount so granted.

* * * * * *

" I have said nothing about Normal Schools for the Education of Schoolmasters. At present very good School-masters are being trained for us in the Sanscrit College, which is becoming, in the hands of the Principal, a sort of Normal School for Bengal; but the question of a Normal School for Behar will eventually call for consideration."

" I think it would be wise that the experiment now to be made should be conducted at first by the direct agency of Government, and that we should advise the Government to take it into its own hands."

" In order that the Most Noble the Governor General in Council may be aware of the opinions of the Members of the Council of Education on this proposition, copies of their Minute are herewith submitted."

" After giving them every attention, the Lieutenant-Governor remains of opinion that the plan he has proposed is the best for the purpose, and as such he directs me to submit it for the consideration and orders of the Most Noble the Governor General in Council."

I have the honour to be, &c.,

HODGSON PRATT,

Under Secretary to the Government of Bengal.

(36) *Letter No. 317, dated 13th February 1855, from the Government of India, to the Government of Bengal.*

"I have now the honor, by direction of the Governor General in Council, to acknowledge the receipt of Mr. Under Secretary Pratt's letter, No. 525, dated the 16th November last, proposing a scheme of Vernacular Education for the Lower Provinces of the Presidency of Bengal. (36) *Letter dated 13-2-1855.*

"The substance of the Lieutenant-Governor's proposal is, that the Behar Zillahs should be placed under a system similar to that introduced experimentally into the North-Western Provinces; that certain Zillahs of Bengal should be managed, in respect to Vernacular Instruction, by Pandit Ishwar Chunder Surma, the Principal of the Sanscrit College, and that Grants-in-aid should be given to Private Schools. The details of this scheme are considerably affected by the despatch of the Hon'ble Court, dated the 19th July last, which authorizes the adoption of a much more extended measure than that contemplated in your letter, and the expenditure of a considerably larger annual sum of money for the purpose of carrying it out."

"His Lordship in Council sees no objection to the proposed scheme generally and accordingly authorizes its adoption, but he thinks that regard being had to the various conditions of different portions of the Lower Provinces, it will be prudent to introduce it gradually, commencing in with the Zillahs of Behar and some of these in Bengal, and extending it, as soon as experience shall have shown how far the system requires modification to adapt it to the requirements of this part of India."

"His Lordship in Council does not object to the employment of Pundit Ishwar Chunder Surma, in occasionally inspecting the Vernacular Schools in Bengal, if on full consideration you continue to think that his important avocations, as Principal of the Sanscrit College, will not thereby be detrimentally affected, but the terms of the Court's Despatch will not allow of his being made a Superintendent of Vernacular Education, the functions of such an office, having now to be performed by the Director and by the Inspectors whom it is intended to employ under his orders. The appointment of Inspectors also renders it unnecessary to have a Visitor-General in Behar."

"The Governor General in Council is strongly impressed with the necessity for establishing Normal Schools for the training of Vernacular Teachers, and he desires me to request that the Lieutenant-Governor's anxious attention may be given to this point in connexion with the general scheme."

"The instructions conveyed in my letter, No. 166, dated 26th January last relative to Grants-in-aid, are as applicable to Vernacular as to other Schools.

(36) Letter dated 13-2-1855—contd.

" The financial details of the plan as the Lieutenant-Governor may determine to introduce it in the first instance, under the general authority conveyed in this letter, will have to be submitted, as usual, for formal sanction."

I have the honour to be, &c.,

CECIL BEADON,

Secretary to the Government of India.

COUNCIL CHAMBER,

The 13th February 1855.

(37) *Extract from the Bengal report for 1855-56.**

(37) Report of 1855-56.

"The most promising Schools in the 24-Pergunnahs, Baraset, Jessore, and Dacca, have been formed into sets or circles of 3, 4 or 5, according to circumstances; and to each circle is attached a qualified Teacher who is paid by Government Rupees 15 a month, and who goes about from one School to another instructing the " Gooroomohashoys " in their duty and the more advanced boys of each School in the higher subjects of instruction. Rewards are bestowed on the Gooroomohashoys and boys half yearly, in proportion to progress exhibited. Of these Schools there are to be 60 circles in the four districts, at a total cost of Rupees 1,500 a month, as yet 37 circles have been successfully organized."

38) *Despatch, dated 18th February (No. 5) 1857, from the Court of Directors.*

(38) Despatch of 18-2-1857.

" The organization, experimentally, of sixty circles of schools in some of the districts under the Inspector of Education for Eastern Bengal sanctioned at a maximum aggregate expense of Rs. 1,500 per mensem.

The plan of Mr. Woodrow for the improvement of the indigenous vernacular schools in his division is based on the retention of the existing schools, which are, however, to be formed into circles, to each of which a teacher of a higher class is to be appointed, who will afford instruction to the upper boys in each School superior to that which the Gooroomohashoy, or village master, is competent to impart.

The gooroomohashoys are to be conciliated by pecuniary rewards of small amount, proportioned to the number of boys of certain specified standards

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* As a further step towards the extension of vernacular education the system of circle schools was introduced by Mr. H. Woodrow, Inspector of Schools. Documents 37 and 38 relate to thees schools.

of attainment, who may be found in their respective schools; and the tendency of the boys to leave school at an early age is to be overcome by small gratuities to those boys remaining at school, who may possess a certain specified amount of knowledge in various branches of study. *(38) Despatch of 18-2-1857.*—contd.

"We approve Mr. Woodrow's desire to make the utmost possible use of existing means of education, and to avoid, as much as possible, the supersession of the former teachers of indigenous schools, which seem, notwithstanding the small amount of instruction which they afford, to have naturally a considerable hold on the minds of the people. It is hoped by Mr. Woodrow, and seems not improbable from the result of the limited experiment which has already been made that the plan may have the effect of stimulating the conductors of indigenous schools, the gooroomohashoys, to self-improvement; and on the whole we agree with you in thinking the scheme well deserving of a trial on an enlarged scale, and accordingly approve the sanction given to the recommendations of the Bengal Government."

(39) Letter, dated the 4th August 1853, from the Council of Education, to the Government of Bengal.

"The Council of Education have had under their consideration, for some time past, the present course of education at the Mohammadan College or Mudrissa of Calcutta, and the present system under which Hindoos exclusively are educated at the Hindoo College, whilst there is in Calcutta no Government College whatsoever accessible to youths of any other classes. They are of opinion that the time has come when organic changes are necessary in both these respects; and in this report I have the honor respectfully to submit, for the consideration and orders of the Most Noble the Governor of Bengal, the changes which they recommend. *(39) Letter of 4-8-1853.*

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"The Calcutta Mudrissa at present consists of two distinct departments, the Arabic and the English departments, which form in fact two distinct schools. The Arabic department, constituted at the foundation of the College in 1782, instructs gratuitously one set of pupils, belonging to the learned and highest classes of Mohamedans, in Arabic learning, from the alphabet of the language to the highest sciences taught in Arabic books. The English Department, constituted in 1829, instructs, on payment of a small fee, another set of pupils, mostly belonging to the lower orders of Mohamedans, in the elements of the English language, and in very little else. There are, however, Bengalee classes in this department, for such pupils as

(39) Letter of 4-8-1853— contd.

desire to study Bengalee as well as English. Lately, that is to say in the year 1849, an Anglo-Arabic class was added to the Arabic Department, at a charge of Rupees 100 a month, to instruct in the English language such Arabic students as would avail themselves of such instruction. This measure was an attempt to remedy the obvious faults of the former system ; but the measure proved quite inadequate to the object, and on the transfer, in May, of the master of the class to a more effective and better paid place elsewhere, the Council, in consideration of past failure and contemplated projects of effectual reform, abstained from filling up the place.

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" The Council have good grounds for the belief, that the Mahomedans of Bengal have begun to be very sensibly impressed with the importance of these facts to the interests of their rising generation. The Council have no doubt that there is now amongst the higher and more respectable classes of the Mussulman community in Bengal, a growing desire for sound English education, though it is doubtless still much less ardent, and less general, than that felt by the Hindoos. The failure of the English classes in the Mudrissa, appears to the Council, to be owing rather to the bad quality of the instruction there given, and to other defects of system which they hope to be able to correct, than to the general indisposition of Mahomedans to the study. Mahomedans of rank and respectability have sent their sons to St. Paul's School and the Parental Academy, because these are the only Seminaries, not of a strictly Missionary character, open to them, in which they can become proficient English scholars.

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" I now proceed to explain the plan according to which it is proposed that the Calcutta Mudrissa, in every department, should be remodelled."

" The present English and Anglo-Arabic classes should be closed, and in their stead an Anglo-Persian Department should be organised, upon such a scale, and with such an establishment, as to afford the means of acquiring a thorough elementary English education as far as the junior English scholarship standard. Persian should be taught simultaneously with English in this department.

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" In addition to English and Persian, it should contain the means of instruction in Hindustanee and Bengalee, the one being the domestic language of the Mahomedans all over India, and the other being the Vernacular language of this Province.

" The Council propose to carry in the Mudrissa the study of English only as far as the junior scholarship standard; that is to say, the standard of school honors. Intelligent pupils, entering at 9 or 10 years of age, ought to be able to attain this standard in 5 or 6 years. (39) *Letter of 4-8-1853*—contd.

" At the end of this period, the course of education in Persian, which is considered to be fit and becoming for a Mahomedan gentleman, will have been well completed, and the pupil should make his election between the further prosecution of English, and devotion exclusively, or at least chiefly, to Arabic; the simultaneous and prolonged study of the two, in the more advanced stages, being incompatible. If he prefers the Arabic Course, he will remain in the Mudrissa; if he prefers the English course, he will prosecute his studies at the great Metropolitan College, open to all classes, into which it is proposed, as will be explained below, that the present Hindoo College should be converted."

53. The Council recommend the following changes in the Arabic Department of the College.

They would not oblige those who enter this department to pass through the Anglo-Persian Department, but they would require of those who enter it, without having passed through that department, a high entrance standard in respect to Oriental acquirements, equal at least to what would be required of a boy entering the Arabic Department from the Anglo-Persian Department. In their opinion, it is only where necessity compels it, that elementary instruction is properly given in such an Institution as a Government College; and there is no such necessity in regard to Arabic.

" On the other hand, the Council would allow any student in the Arabic Department, if he pleased, to attend any particular classes he chose in the great Metropolitan College."

" Another measure which the Council deem it advisable to recommend, in connection with the present scheme is the etablishment of a Branch School at Colingah. The Anglo-Persian Department of the Mudrissa, as above decribed, is intended only to extend the benefit of an English education to the children of Mahomedans of the higher order, or of the many scattered literary families residing throughout the interior. There are probably many persons of the same persuasion in Calcutta to whom a classical education in their own language and literature is not an object, and who will be content with a good English education, as more suitable to their condition and prospects. There are also different Mahomedan families in Calcutta, of easy means, who would prefer to give a home education to their

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(39) *Letter of 4-8-1853—* contd.

children in Persian literature, and who would, therefore, wish that there should be a school conveniently situated, at which English studies alone need be prosecuted. Moreover, it is believed that the means of receiving a fair amount of instruction, upon the plan and to the extent followed in the Government Schools, is much desired by a large section of the poorer European and Eurasian population of Calcutta, who are at present but ill-provided in this respect.

"For the above mentioned classes, the new Branch School is intended. In it the Council propose to teach English and Bengalee, to the extent and on the plan adopted in the Hindoo College Branch School *viz.*, from the earliest rudiments of knowledge in both languages, to the junior English scholarship standard."

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"The plan above described it is hoped, will furnish in Calcutta, the means of a good elementary English education to the Mahomedan and Christian communities; and to the many persons in comfortable circumstances who are neither Hindoos, Mahomedans nor Christains; such as Jews, Parsees, Chinese and others. But the want, at the Metropolis of British India, of any Government College, such as is provided at many much less important places, where a higher course of English education can be pursued, open to all, whether they happen to be Hindoos of certain high castes, or not, is a signal defect in the present Government system, which the Council are strongly of opinion ought no longer to remain unsupplied. In the view they take of this subject, the only question that needs to be discussed, after the broad statement of the want, is how best to supply it."

"Two plans suggest themselves. The one to open a new College for all classes; the other, to change the character and present constitution of the Hindoo College, and to throw it open to all classes."

"The objections to the plan of founding a new College for the general public, continuing to defray the heavy cost of the existing Hindoo College exclusively for the use of a section of the Hindoos, are very obvious. A great increase to the education grant would be requisite in that case, which might be much more beneficially expended, if granted, by founding a new College in some place where no College now exists, and where there are no means of forming one out of existing materials. The staff for such a College as the General Metropolitan College should be, would not be readily procurable without the aid of the staff of the Hindoo College. The General Calcutta College should naturally be the finest institution of the sort in India; but as it improved, the Hindoo College would, by comparison, dwindle into costly insignificance. All these disadvantages, and all this cost would be incurred for no

national object, and without any public advantage to compensate them in any degree." (39) *Letter of 4-8-1853—contd.*

"On the other hand, the public advantages of throwing open the Hindoo College are so manifest, that they hardly require to be stated, and there are no public grounds of objection to the measure. The cost to Government of a College common to all classes of its subjects, would hardly exceed that of the Hindoo College as it exists. Few, if any, additional Professors would be required, unless for the purpose of improving the quality or extending the scope of the education now afforded.

"Again, under a system of education from which all religious instruction is necessarily excluded, the advantages of bringing the youths of different creeds together in friendly intercourse, under a common course of study and discipline, are unqualified. The feasibility of such a liberal system cannot be contested, seeing that it is the system in actual operation in every part of India, excepting only the town of Calcutta ; and even here, in the Medical College, Hindoos of all castes, Mahomedans, Christians, and Buddhists, are constantly associated in the same studies and pursuits, many of them live under the same roof, and a little tact in their management causes them to dwell together in harmony."

"In the Hooghly, Dacca and Kishnaghar Colleges, and in many of the Zillah schools in Bengal, Hindoos and Mahomedans associate freely with some of the Christian residents who are studying in the same place, and no objection to the association has ever been raised by any of the students."

"In general society, Hindoo and Mahomedan gentlemen meet freely with each other, and with their Christian contemporaries, and no objection to such intercourse is made by any class."

"If then, there be any substantial objection to throwing open the Hindoo College as proposed, it must be one peculiar to the institution itself. It must consist in the existence of certain exclusive privileges ; in the fact that either by it original constitution, or by subsequent convention, that institution has been devoted for all time, and unchangeably, to the education of Hindoo students of the higher castes, exclusively.

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"Upon a full consideration of the question, it appeared to the Council that there were three modes in which, should Government see fit to throw open the Hindoo College, that object might be legitimately accomplished."

Firstly.—The unconditional consent of those who represent (as far as these can now be represented) the original founders, might be obtained.

(39) *Letter of 4-8-1853—contd.*

Of such a result the Council did not despair, when they considered the intelligence and liberality of many of those gentlemen, and the probability that they, like those whom they have the honor to represent, would be found in advance of, rather than behind, the age in which they live. In this case little change in the present arrangements, would be required.

Secondly.—The consent of these gentlemen might be refused. This hypothesis raises the question upon what terms the Government is at liberty, of its own mere motion, to dissolve its connection with the founders of the original Hindoo College or their representatives. The real pecuniary interest of those gentlemen is represented by the sum of Rupees 30,000, being the sum of Rupees 23,000 funded in 1841, plus a further dividend of Rupees 7,000, since received from the insolvent estate of Baretto and Sons, and also funded. The buildings and all the fittings, books, instruments and other things connected with the College, are the property of the Government.

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Thirdly.—The representatives of the Native Founders might not refuse their consent to the opening of the College; but might yet insist, as a condition of their consent, upon confining the scholarships to which the income arising from the Rupees 30,000 is devoted, to Hindoo competitors. The principle of scholarships limited to a particular class, is objectionable; but, in the peculiar circumstances of the case, the point might be fairly conceded. In this event, the liberality of wealthy Mahomedans might found Mahomedan Scholarships; or Government out of the Education Funds might found scholarships open to the competition of all who could not compete for the Hindu Scholarships.

"Before coming to any final resolution upon this important subject, the Council invited the Native Members of the Hindoo College Management to a friendly conference, for the purpose of ascertaining their sentiments upon the project of opening the College to all classes of the community."

"The Meeting was held on the 27th of November 1852, and was attended by Baboo Prosunno Coomar Tagore, one of the hereditary Governors, and Baboos Russomoy Dutt and Sree Kishen Sing.

"What is above reported, however, will probably be sufficient to convince the Government that the opposition to the measure among those most immediately interested, is not of an active character, and is founded upon what the Council believe to be the erroneous assumption of the perpetual contract, not determinable by either party without breach of faith. The Council, on the contrary, holding the opposite belief, strongly advise the opening of the Hindoo College to all classes. (39) *Letter of 4-8-1853*—contd.

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.... "The gist of the Council's proposal is to substitute a general Metropolitan College for the College Department of the Hindoo College. This they recommend with reference both to the necessity of providing sound English Education for the more advanced Mahomedan Students, and to general considerations. But the Hindoo College as it now exists, contains a Junior Department in which young boys receive, though at a higher cost, no better education than that which they may obtain at the Branch Schools. And many Hindoo gentlemen of high respectability (*e. g.* Baboo Russomoy Dutt) do in fact prefer the Branch School to the Junior Department of the College as a place of instruction for young children. To retain a Junior Department as part of a general and open College would not, the Council conceive, be necessary. But if the most Noble the Governor of Bengal should think it expedient to make any concession to the feeling above referred to, that object may be attained by retaining the Junior Department of the Hindoo College, but as a separate Institution, and under a different name.....................

"The change in the character of the Hindoo College, with the abolition of the Native Management as at present constituted, would render necessary an alteration in the name of the institution. So long as its present designation continues, will last the idea of exclusiveness, which has always been attached to it. As it is advisable, on every ground, that this idea should cease to the connected with an open College, the Council recommend that the Institution shall hereafter bear the name of "The Calcutta College."

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"In closing this report, it may be desirable to bring prominently to notice, that the Government has effectively provided, by the foundation and maintenance of the Sanscrit College, for the instruction of the principal classes of the Hindoo community in their own literature and learned language, in like manner as it has provid-

(39) Letter of 4-8-1853— concld.

ed, by the establishment of the Mudrissa or Mahomedan College, for the instruction of the Mahomedans in the Arabic language and literature."

"The Hon'ble the Court of Directors have, by their despatch of the 20th January 1841, laid it down as a permanent principle, in approval of the recommendations which were submitted to it by the Government of India, that the funds assigned to these two great institutions of oriental learning, should be employed exclusively in instruction in or in connection with, those institutions, giving a decided preference to the promotion in the first instance of perfect efficiency in oriental instruction.

"While the special character and objects of these important institutions are carefully borne in mind by the Council, it is its earnest desire so to frame the scheme of instruction in them, as that while every facility is given for the cultivation of the highest oriental learning, the pupils may also have the foundation well laid, of a knowledge the English language and of English literature which may enable and induce many of them to prosecute eventually those more improving studies in the advanced classes of the General Metropolitan College."

"The whole aim of the Council, in the proposals offered in the present report in respect to the Mahomedan College, is, while maintaining its distinctive character as an efficient seminary of the Arabic instruction for the learned classes of that community, to infuse into it the same spirit of progress, and of adaptation to the wants of the present time, which so honorably distinguish the Sanscrit College, under the superintendence of the singularly able and enlightened scholar, under whose care as its Principal, the latter college has the good fortune to be now placed."

I have the honour to be,
Sir,
Your most obedient Servant,
FRED. J. MOUAT,
Secretary, Council of Education.

(40) Letter, dated 21st October 1853, from the Government of Bengal, to the Council of Education.

(40) Letter of 21-10-1853.

Education.
No. 1348, dated the 4th August 1853, with 7 enclosures.
No. 1737, dated the 10th October 1853.

"I am directed by the Most Noble the Governor of Bengal to acknowledge the receipt of your letters noted on the margin, and in reply, to communicate the following observations and orders."

"His Lordship has carefully studied the question of Government Educational Institutions at Calcutta, as set forth by the Council of Education in their able and comprehensive letter of the 4th August above alluded to, which describes the actual condition of those institutions at the present time, and the changes which the Council recommends the Government to make." (40) *Letter of 21-10-1853.*—contd.

"Concurring for the most part in the conclusions at which the Council of Education has arrived. His Lordship feels that it would be superfluous for him to retrace in this communication the course of argument which has led to those conclusions. The arguments cannot be more forcibly or more clearly stated than in the language of the Council's letter, and His Lordship would refer to it for the reasons of the several decisions in which he adopts the opinion of the Council. His Lordship will restrict this Communication, therefore, to a mere recital of those decisions, and to a statement of the reasons that have induced him in some respects to prefer measures which go beyond the suggestions of the Council, and which it perhaps did not consider itself authorized to propose."

"The Council of Education concludes with justice, that the Government has not done for the encouragment of sound education in this Capital all that was desirable, or even all that would have been its positive duty, if the public finances had not been for many years past, and until very lately, in a condition which clogged the action of the State. While Agra, Delhi, Benares, and many other places of lesser note and inferior importance possess, each of them, a Government College for general instruction, in Calcutta, the Metropolis of the British dominions in the East, there is no General College at all. The Mudrissa has long been established for the special advantage of the Mussalmans, but it is shown that the English Department of that College has hitherto been a failure in every form in which it has been tried, and that the Institution is altogether in an unsatisfactory condition. The Hindoo College and the Sanscrit College, which have been set apart for the use of the Hindoos, are flourishing, but both are exclusive in their character and the former is hampered with a double management productive of delay and inconvenience."

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"It is, in His Lordship's opinion, the clear duty of the Government of India to provide for its people in this city, the seat of Government, such Educational Institutions as shall afford, to all who seek them, the means of acquiring sound instruction, both in elementary knowledge and in the higher branches of learning."

(40) Letter of 21-10-1853.— contd.

"It is not less the duty of the Government to maintain in Calcutta, as heretofore, the seminaries of that peculiar Oriental learning which is cultivated by the great sects of Hindoos and Mussulmans respectively."

"And it is further the duty and the policy of the Government to multiply facilities for acquiring a solid Vernacular and English education by the youth of every sect, and colour, and creed."

"These principles His Lordship holds in common with the Council of Education. But, speaking on behalf of the Government, and unfettered by considerations of finance, by which the Council has probably felt its freedom of suggestion hampered, His Lordship would propose to effect the objects that the Government have in view, by a scheme more extended than that which has been laid before him, and free from some plausible objections which appear to him to attach to a portion of the Council's plan."

"The portion of that plan which appears open to objection, is the proposal for the abolition of the exclusive character of the Hindoo College, and for its transmutation into a Government College open alike to all.

"Admitting that the Council is correct in holding that there is nothing whatever in the terms of union between the Government and the Native Managers of the Hindoo College, which binds the Government to maintain that Institution, to all future times, exactly on the footing on which it stood when the union was formed; and admitting further that the Council is warranted in believing that, although the Native Managers oppose the opening of the College, and would murmur at that measure being carried into effect, yet they would submit and would speedily be reconciled to it; His Lordship nevertheless is of opinion that it is inexpedient to throw open the Hindoo College to all classes, and to convert it into the Metropolitan College of the Government in the manner proposed."

"It is impolitic, His Lordship thinks, to afford unnecessarily a pretext for the circulation of any colorable complaints that the Government is breaking faith with the Hindoo community, that it is promiscuously admitting all classes to a Seminary which was established for Hindoos alone, and that although a general Government College is to be erected, it is upon the ruins of the Hindoo College that its foundations are laid.

"His Lordship regards as very different things the dissolution of a temporary connexion, and its continuance on terms contrary to the original agreement, in spite of the opposition of one of the two parties to the agreement.

"His Lordship fully concurs with the Council in thinking that the correspondence does not show, and that there is no reason whatever to believe, that the Govern-

ment originally covenanted with the Native Trustees to apply for ever the money which composed the joint fund, to exactly the same purposes as those to which it was applied when the joint fund was formed. Wherefore, although His Lordship conceives that it would be inexpedient to apply that joint fund otherwise than as originally agreed, he holds that the Government is fully and most justly competent to withdraw altogether its contribution to the joint fund, when the Native Managers refuse to consent to the reasonable changes which are proposed for the purpose of making the joint fund more extensively useful than heretofore." *(40) Letter of 21-10-1853.—contd.*

" Accordingly, His Lordship would at once take advantage of the opportunity which the recorded refusal of the Native Managers has given (and, as he thinks fortunately given) for the dissolution of the present connexion, and for the introduction of a system which shall continue full advantages to the Hindoos, but shall extend those advantages to other sects also."

" For this purpose His Lordship would say to the Native Managers—" The Government formerly agreed to aid your fund with a sum of money for the purpose of introducing education in a form at that time adequate and approved. Lapse of years and change of circumstances have rendered it desirable that education should now be given in a more general form, such as the Hindoos everywhere share in at all other Government Colleges in India. The Native Managers object to this extension, and require that the funds in the Hindoo College should be applied exclusively to Hindoos. Such being the view of the Managers, however impolitic and unwise the Government may think them, it will not insist upon the extension which the Native Managers resist. But, as the Government feels it to be its duty to provide a College in Calcutta, where all may meet for instruction without distinction of classes or creeds, and as the Government will not consent, when it incurs this expense, to burden the public revenue at the same time with a continuance of the whole of its present payments to the Hindoo College, for the benefit of the sect of Hindoos alone, the Government must now give notice that the united management and maintenance of the Hindoo College by the Government and the Native Managers must cease.

" The Native Managers should be requested to take especial note that, in putting a close to the joint management and support of the Hindoo College, the Government will deprive the Native Managers of nothing which is now included in or attached to their fund ; and it will continue to the Hindoo community in Calcutta every educational advantage it now receives, though in a slightly altered form. The sum of Rupees 30,000 shall be restored to the Native Managers, and even the Scholarships shall be made over to them. The Sanscrit College shall be maintained by the

40) Letter of 1-10-1853.—ontd.

Government exactly as it is, so also shall the Junior Department of the Hindoo College. The Senior Students among the Hindoos shall have access given them to exactly the same education as heretofore, but in another place, and in common with youths of other classes, precisely as in all other Colleges in India. Nor will the Native Managers be thrown upon the world with the fund restored to them; for either the Government Institutions, as hereinafter mentioned, will receive their pupils, or the Metropolitan College lately set up by the Hindoo community in Calcutta, will be open to their overtures, and will probably be ready to unite with them."

"This course would, no doubt, be still unpalatable to the Native Managers. But it is a course which is perfectly open in justice and reason to the Government, entirely consonant with justice and liberality to the Native Managers of the Hindoo College, and productive of exactly the same measure of educational advantages to the Hindoo community as it enjoys at present."

"The scheme then which His Lordship wishes to suggest would, when fully developed stand thus:

"A new general college should be established at Calcutta by the Government, and designated "The Presidency College," in order to distinguish it by name from all merely local and private institutions, and in order to give it an official character.

"A fitting edifice should be built for the students entered at this College."

No student should be admitted there who has not passed, or shall not pass, the standard of the Junior Scholarship.

"The College should be open to all youths of every caste, class, or creed."

"The Principal, Professors, &c., of the Senior Department of the Present Hindoo College, should become the establishment of the Presidency College."

"The Hindoo College, modified by the withdrawal of its Senior Department should be maintained exclusively for Hindoos. It should consist of two main divisions, namely the Sanscrit College as at present constituted, and a Junior Department which should be for the reception, as at present, of Hindoo children of the higher classes on a higher fee."

"The Branch School (whose name should be changed, as suggested by the Council, to that of the Colootolla Branch School) should be maintained, as at present open to all classes and creeds."

"The Mudrissa should be kept up exclusively for the Mussulmans. It should also consist of two main divisions, the "Arabic College" as proposed by the Council and a "Junior Department" for boys of the more respectable classes. His Lordship concurs in the opinion of the minority, that these several Institutions should be placed as far as possible on an equal footing, and that a fee should be required at

the Mudrissa and the Sanscrit College, as it is now required at the Hindoo College. If the Mahomedans do not object to other than Mussulman boys being admitted to the Junior Department, and if there is any particular reason for admitting them, they may be received." (40) *Letter of 21-10-1853.*—contd.

"The internal reforms suggested in the Mudrissa should be carried into effect."

"Lastly, a Branch School at Collinga, auxiliary to the Mudrissa, as the Collootolla School is to the Hindoo College, should be established, open to all classes and creeds."

"When the Government shall have carried this scheme into effect, His Lordship thinks it will have supplied an efficient system of instruction for all portions of the community."

"Boys of the Hindoo faith, whether they be of the higher or lower class, will have access to a sound elementary course of Vernacular and English Education, in the Junior Department of the Hindoo College, and in the Colootolla Branch School, respectively."

"Boys of the Mussulman creed will have access to a similar education in the Junior Department of the Mudrissa, and in its Branch School at Collinga."

"Boys of every other faith will find these same advantages in either of the Branch Schools above mentioned to which they may choose to resort."

"The Hindoo of maturer age will have the means of pursuing his studies in the highest branches of Hindoo learning at the Sanscrit College, and the Mussulman youth may in like manner follow up his studies in the peculiar learning of his sect in the Arabic College, and both of these classes of young men, together with young men of every other class, will have an institution, where they may obtain the instruction they desire in every branch of general acquirement, offered to them in the new Presidency College, which will be in reality, what its name imports, a College, and not, what all the establishments so called that His Lordship has seen in India are, a compound of a College and a Dame's School".

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"If it should be objected that the continuing to exclude from the Junior Department of the Hindoo College all but Hindoos of the higher class, and the establishing the use of Persian in the Junior Department of the Mudrissa, are departures from the general principles of equal admission to all, and of Vernacular instruction, the anomaly may at once be admitted; but it may at the same time be justified on the ground of the extended usefulness given thereby to the general system of ins-

(40) Letter of 21-10-1853.—concld.

truction. It is well to sacrifice something of symmetry in the system to an increase of its useful strength."

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"Although His Lordship has proposed to dissolve the connexion of the British Government with the Native Trustees of the Hindoo College and their education fund he would not refuse to admit them to a re-union with the Government Institutions which are now to be established provided the Native Managers will agree to the following conditions :—

Firstly.—That the Management shall be vested wholly and exclusively in the Council of Education by which alone the system of Government Education must be controlled.

Secondly.—That the scholarships already founded together with such further scholarships as their fund of Rupees 30,000 will endow, shall be allotted between the Hindoo College and the Presidency College in such manner as the Council of Education may determine; such scholarships, however, being open only to students of the Hindoo persuasion.

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"Having thus drawn the outline of the Educational Scheme which appears necessary for meeting existing defects, and to be best adapted to the ends in view, His Lordship will leave it to the Council of Education, if they should see fit to adopt the extended plan, to work out its details, and submit it in a complete form, for final sanction. His Lordship hopes that this may not occupy much time; and that before he resigns the active administration of the Government of Bengal, he may have the satisfaction of seeing the Educational Institutions of the Capital placed upon a footing adequate to the wants of the community, and worthy of the Government of the East India Company."

I have the honor to be,

Sir,

Your most obedient servant,

CECIL BEADON,

Secretary to the Government of Bengal.

(*41*) *Letter, dated 10th March 1854, from the Council of Education to the Government of Bengal.*

"I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, No. 527, dated 21st October 1853, conveying to the Council the views of the Most Noble the Governor of Bengal upon the various questions relating to the Government Educational Institutions at Calcutta, submitted by the Council in my letter of the 4th of August last, and directing the Council to work out the details of the extended plan, whereof the outline is drawn in paragraphs 22 to 44 of your letter under reply, and to submit, in a complete form, for final sanction, a scheme framed upon the general design indicated by the Most Noble the Governor. (*41*) *Letter of 10-3-1854.*

Present:
The Hon'ble Sir J. W. Colvile, President.
The Hon'ble F. J. Halliday.
C. Allen, Esq.
J. P. Grant, Esq.
Dr. J. Jackson.
Baboo Russomoy Dutt.
" Ram Gopal Ghose.
" Rama Parasad Roy.
Dr. Mouat

* * * * * *

"The main feature of the plan is the establishment of a new Presidency College, in a fitting building to be erected for the purpose; and as this part of the project when the question was las[illegible] of the or[illegible]tion, as [illegible] was complicated by our then existing relations with the Hindoo College, the Council will first proceed to explain their proceedings connected with the Hindoo College, under the very liberal instructions of His Lordship upon this head; whereof they are happy to have it in their power to report that the result has been entirely satisfactory."

Arrangement with the Hindoo College Management.

"The first step taken by the Council was to communicate a copy of your letter to the Hereditary Governors and Managers of the Hindoo College, and to request them to state their views and wishes upon the terms offered by His Lordship."

"It has been already intimated that the only persons in the Management of the Hindoo College, who had any vested or permanent rights or privileges connected with the Institution, were the Maharaja of Burdwan, and Baboo Prosunno Coomar Tagore and his brother.

"The former intimated that, as far as his interests in the College were concerned, he had not the slightest hesitation in at once resigning the entire management of the College on its new footing, and the scholarships now attached to it

(41) Letter of 10-3-1854.— contd.

and hereafter to be created with its funds, wholly into the hands of the Council of Education upon the terms proposed by the Most Noble the Governor of Bengal.

" Baboo Prosunno Coomar Tagore, after stating that he was individually opposed to any exclusive system in education or in other matters, resigned his trust in the following terms :—

"Although as a trustee and the representative of the surviving co-heir of my late father, one of the principal founders of the Hindoo College, I cannot be a consenting party to revolutionise the College, yet in consideration of many circumstances of importance, I beg leave, with the concurrence of my brother, hereby to transfer all the rights and privileges we possess in the Institution and its funds to the Government, who may in the exercise of sound discretion, remodel the Institution for the benefit of the public at large, in such manner as it may think proper.
" Baboo Prosunno Coomar Tagore further expressed a hope that the public spirited conduct of the original founders of the Hindoo College might be placed on permanent record, in " some prominent memorial in the remodelled seminary, by which their names might be associated with the College through every period of its existence, and be embalmed in the grateful recollection of future generations."

" Baboo Russomoy Dutt, an elective member of the management of the Hindoo College, intimated his willingness at once to make over the College unconditionally to the management of the Council of Educa[illegible] his opinion had always been that it should be thrown open on equal terms to all classes of the community.

" Baboo Ausootosh Dey, another elective member of the Management, deeply regretted the organic change proposed to be introduced into the College, and retired from the Management, as he had no opinion to offer on the subject.

" The remaining Native members of the Management expressed no opinion upon the matter ; their views, if they entertained any, are therefore unknown to the Council.

Baboo Debendernath Tagore.
Baboo Sreekishan Singh.

" After the receipt of the documents above referred to, while the subject was still under consideration, the Hindoo College Management resigned its functions, and made over the College to the charge of the Council of Education in the following resolution passed on the 11th of January last, being the last meeting of the Hindoo College Management. Baboo Russomoy Dutt brought to the notice of the meeting that Baboo Prosunno Coomar Tagore had intimated, upon receiving notice of the present meeting, that he conceived he had surrendered his place in the Management, when he placed his rights as Hereditary Governor at the disposal of the Government, and did not intend to take any further part in the Management, and that no other Native member of the Management was in the habit of attending the meetings ;

whereupon, it was, on the suggestion of Baboo Russomoy Dutt, resolved, that the functions of the Hindoo College Management shall henceforth cease, and that the Principal be directed to take charge of the Office, reporting to the Council of Education directly; and it was further resolved by the President and Dr. Mouat, that in reporting this resolution to the Council of Education, the attention of that body be drawn to the long and able services of Baboo Russomoy Dutt, as Secretary and Member of the Hindoo College Management."

(41) Letter of 10-3-1854.— contd.

" Thus, in relation to the Hindoo College, there only remain to be determined upon, before putting the new plan into operation, first, the future appropriation, in connexion with the new plan, of Hindoo College Scholarships, in such manner as may be most consistent with the known wishes and intentions of the subscribers; and secondly, the perpetuation of the memory of the original founders of the Hindoo College, as proposed by Baboo Prosunno Coomar Tagore.

" This last object, in which the Council of Education heartily sympathize with the representations of the founders, will be promoted to a great extent by the perpetuation of the scholarships in the manner about to be suggested, and it will be effected completely, the Council believe, by the erection of a Marble Tablet in a prominent position in the present Hindoo College building, on which should be inscribed a brief history of the origin of the College, with the names of those who aided in its formation. Should any corresponding tablets be erected in the new Presidency College building perhaps the sense felt of the true value of the services done by those Hindoo gentlemen to the cause of education in Bengal, might be expressed becomingly, be recording upon a table in the new building to which all classes will have access, the fact that the way for the foundation of the General Presidency College in 1854, has been first opened by the founders of the Hindoo College in 1816.

" The first object will be best effected, in the opinion of the Council, by assigning the scholarships in question to students in the Hindoo School, which the Junior Department of the Hindoo College will become after the closing of the Senior Department of that College; such scholarships to be held at the Presidency College, to be of the nature of Bursaries, and to be so designated. Called by that name, they will not interfere with any general system of scholarships that may be in operation. The special scholarships founded by general subscription in honor of particular individuals, as named in the margin, will retain as Bursaries the names of the gentlemen in whose honor they were founded. Two scholarships, founded by sepcial grants from the Maharaja of Burdwan will retain, as Bursaries, the name of the founder.

The Hon'ble W. W. Bird.
The Right Hon'ble Sir Edward Ryan.
Baboo Dwarkanath Tagore.

(41) Letter of 10-3-1854.— contd.

"Other scholarships are now given in honor of five donors of large sums to the Hindoo College, to an amount equal to the income arising from what remains of their donations. These scholarships also will retain, as Bursaries, the names of the donors. To these may be added, as a new foundation, Bursaries to the value of Rupees 54 a month; that being nearly the annual income at present rates derived from what remains of the funds of the Hindoo College, after due reduction on account of the donations of the five great donors above mentioned. These Bursaries may be called, in memory of the Institution by whose funds they are created, Hindoo College Bursaries.

Maharaja of Burdwan.
Baboo Gopeemohun Tagore.
Raja Gopeemohan Deb.
Baboo Joykissen Singh.
Baboo Gunganarain Doss.

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"All difficulties connected with the Hindoo College having thus, the Council hope, been disposed of in a manner which cannot fail to be satisfactory to all parties, the Council proceed, in compliance with His Lordship's directions, to submit, in detail, the following complete scheme for carrying into execution the new plan of Government Educational Institutions at the Presidency whereof His Lordship has already determined the outlines.

Detailed plan of a Presidency College.

"As has been observed, the leading feature of this plan is the establishment, in a suitable edifice to be erected for the purpose, of a General College, to be called 'the Presidency College;' to be open to all youths of every caste and creed who pass the highest standard of school education; with which General College the existing Medical College, in all its branches, shall be united; and to which, besides the course of study now taught at the Hindoo College, other Professorships of practical science and art, whose establishment, as His Lordship observes, cannot be long postponed, shall be added; the whole to be arranged so as readily to receive youths from all parts of the Presidency; a College in short, which, when fully developed, shall be an Educational Institution of the highest order, complete in itself, and worthy of the Metropolis of India, and of the British Government.

"As this noble plan, for want of any fitting college building, must be in some degree prospective, and as future development is a part of the design, the Council think that the best way of explaining the detailed and complete scheme which they have been required to submit, is to set forth, first, their notion of what this College in its details ought ultimately to be, in order fully to realize His Lordship's views; next, the arrangements which they think ought to be made now for its first cons-

titution ; and lastly, the progressive measures which they deem most likely to ensure its full development hereafter. *(41) Letter of 10-3-1854.—* contd.

"It is, the Council believe, of first importance, that the whole College should be in one building. There must be at least two great departments, the Medical Branch, and the General Branch, and to these the Council trust that two other branches will be added as separate departments, namely a School of Law and a School of Civil Engineering. All objects will be best provided for in one building. One building can contain several rooms, common to all departments of the College, such for examples, as halls, examination rooms, libraries and offices. But besides this, many lectures will be attended by students in various departments. For example the Chemical and Botanical classes are essential parts of a medical course, but they are not essential parts of a General College ; and of the Natural Philosophy classes, which are certainly essential parts of a General College, it may, the Council believe, be safely said that as medical student is not fairly trained, who, at least, has not placed in his power to attend such classes conveniently and without loss of time. With regard to students of Civil Engineering, the same may be said of the classes of Mathematics, Natural Philosophy and Natural History, (not to mention again the Botany and Chemistry classes), which are no less essential to a General College than to a thorough course of Civil Engineering, which, it is hoped, will include, in this College, a fit preparation for the scientific and economic geologist. From such considerations as these, the economy in public money and private time, which consolidation in one building, as well as in one institution, secures, will be obvious.

Building.

* * * * * *

"There should be four distinct branches or Departments in the College, into one or other of which every student should enter. In each branch a distinct course of education should be laid down, for passing successfully through which a distinct diploma should be given. Thus a diploma would be of the nature of a degree in any particular faculty. The four branches should consist of a General, a Medical, a Legal and a Civil Engineering branch.

Courses of Study and Diplomas.

"The term of study should be as follows in each branch :—

	Years.
The General Branch not less than	4
,, Medical ,, ,, ,, ,, ...	5
,, Legal ,, ,, ,, ,, ...	3
Civil Engineering not less than	3

(*41*) *Letter of 10-3-1854.*— contd.

" Diplomas of proficiency should be given to students who have gone through the whole term in any one of these courses, and who have exhibited adequate proficiency at the final examination ; and to none others.

" The general and medical courses of study should be arranged so as to be suitable for youths who have just thoroughly mastered a school course. The legal and civil engineering courses of study should be so arranged that a student may conveniently quit the general course and enter either of them after he has passed his second year in the general branch ; also so that either of them may be conveniently entered by any one from the provinces or elsewhere, not previously a student of the Presidency College, who passes a senior scholarship examination, and pays the matriculation fee. There should be nothing to prevent a student who has taken his diploma in the general branch, from entering any one of the special branches, if so minded.

* * * * * *

" Hitherto, of the above branches of Philosophy, sometimes one, sometimes another, and sometimes none has formed part of a year's course. The propriety of their forming parts of a collegiate course of instruction has been thus, from time to time, practically admitted ; but in the infancy of our Educational Institutions, arrangements for teaching them systematically could not be made. This defect, the Council propose to supply in the Presidency College.

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" But the Council venture to ask authority for *making* at once a step still further in advance, which can be made at comparatively a small cost.

Additional Staff recommended at once.

* * * * * *

" In the Calcutta Mudrissa the Council will carry into effect, from the opening of the next Session, all the changes which have already been communicated to and approved of by the Government.

Mudrissa.

" It is proposed to fix, for the present, the fee that is to be levied from the pupils of the Arabic, Persian, and English Classes, at one Rupee a month.

" The Collingah Branch School will be opened to all classes of the community from the 15th of June next, and will be organized upon the same scale and plan in all respects as the Colootollah Branch School.

Collingah School.

Conclusion.

"The Council believe that the plan above detailed, if approved, will carry into immediate effect the wishes of His Lordship. (*41*) *Letter of 10-3-1854.*—concld.

I have the honor to be,

Sir,

Your most obedient Servant,

FRED. J. MOUAT,

Secretary, Council of Education.

(*42*) *Letter, dated 10th April 1854, from the Government of Bengal to the Council of Education.*

General Education.
No. 598, dated 10th March 1854.
No. 713½, 4th April 1854, with enclosure.

"I am directed by the Most Noble the Governor of Bengal to acknowledge the receipt of your letters, noted on the margin, relative to the Presidency College, which it was proposed to found at Calcutta. (*42*) *Letter of 10-4-1854.*

"His Lordship has read, with the highest interest and satisfaction, the admirable letter in which the Council have submitted their proposals regarding this College; and hehas desired me to off er to the Council his acknowledgments of the ability and lucid completeness with which they have interpreted and embodied the views of the Government on this important subject.

"To the Council's scheme, as a whole, the Governor is happy to give a prompt and full consent. A recommendation of it will immediately be addressed to the Government of India, by whom His Lordship hopes it will be submitted without delay to the Honourable Court.

"His Lordship feels that the Council are so much better qualified that he can pretend to be for the task of organising a general system of College Education in India, that it is with much diffidence, and always with deference, that he offers remarks on any details which, after deliberation together, they have decided to suggest to the Government. There are, however, several points on which His Lordship ventures to doubt the expediency of their proposals.

"The first of these is the proposal that Latin should form part of the College course. The Council will not be disposed to suspect His Lordship of undervaluing

(42) Letter of 10-4-1854.— contd.

or contemning the Classical Education which is received in the Colleges of England. If, therefore, he offers an objection to it here, it is solely because he does not think that, for the present at least, the Government system of education in India should include a course of ancient classics. The system, His Lordship conceives, should be calculated to bestow a thoroughly good and complete education in the practical and classical knowledge of England and of India; but he is of opinion that those who seek a complete instruction in ancient classics should still look for it in the seminaries and universities of England.

"The Council propose to teach Latin in the College. This, however, is to give only the half of a classical course, and that half the worse half. His Lordship would take the liberty of advising that it will be better, for the present, to omit a classical professorship altogether. The proposed courses of English and Vernacular Literature, each having its difficulties and facilities peculiar to the two great classes of students who will frequent the College, will place those classes, as it seems to him, upon a perfectly fair and equal footing in the contest for diplomas or College honours.

"His Lordship ventures further to deprecate the use in the Presidency College of those terms, which, in long lapse of time, have become familiar to English Universities, such as "bursaries," "matriculation," and the like. These terms are not descriptive, and it may be feared that the use of them here might tend to create misapprehension. His Lordship ventures to think that it will be safer to call the fee what it is, an entrance-fee, and to continue to designate the scholarships by the same sort of name as before.

"With equal deference His Lordship would beg permission to express a doubt, whether the course of the last two years, being in all respects obligatory, is not heavier than ordinary students would be able to bear; and to suggest whether it might not be so far modified as to make the Chemistry and Natural History lectures optional rather than complusory.

"His Lordship concurs with the Council in thinking that part of the proposed changes may be carried into effect during the next vacation. He is unable, however, to assent to the formal declaration of the new constitution of the College, until the approval of the Hon'ble Court shall be received. His Lordship trusts that this will not be withheld, or even delayed. But it would not be advisable to act upon it by anticipation.

"The decision of the Trustees of the Hindoo College, communicated in the letter of the Council of Education, is public spirited and judicious. The Governor

fully assents to the justice and propriety of recording the merit of the founders and supporters of the Hindoo College by a Tablet to be placed within that Institution. *(42) Letter of 10-4-1854.—* concld.

"The enclosure of your letter of the 4th instant is herewith returned."

I have the honor to be, &c.,

C. BEADON,

Secretary to the Government of Bengal.

(43) *From the Court of Directors of the East India Company to the Government of India, Public Department,—(No. 62, dated 13th September 1854).*

Letter No. 29, dated 5th May 1854.

"This letter refers to a scheme for the establishment of a Presidency College at Calcutta, prepared by the Council of Education adopted by the late Governor of Bengal, and strongly recommended for our sanction by your Government. *(43) Despatch of 13-9-1854.*

Presidency College.

"The scheme originated in a proposal by the Council of Education for throwing open the Hindoo College to all classes of the community, irrespective of religious differences. Certain objections, however, to that course were pointed out by the Governor in a minute conceived in a comprehensive and liberal spirit, and his lordship having indicated the mode in which the object might be accomplished referred the subject for the further consideration of the Council. The difficulties arising from the peculiar circumstances of the Hindoo College having been removed by the voluntary act of the native hereditary and elected Governors of that institution, the Council were enabled to submit a scheme by which the principal portion of the Hindoo College establishment was made available for the formation of a general Presidency College, while at the same time all proper consideration was shown for the special claims of the Hindoo community.

"Before proceeding further we desire to express our entire approval of your intention to commemorate the connexion of the founders of the Hindoo College with the progress of learning in India by suitable inscriptions, either in the Hindoo College itself, or in the proposed Presidency College, as well as by the allotment of the funds which remain of the original donations to the foundation of scholarships to be held by Hindoos at the Presidency College. We would, however, suggest that it would be of greater benefit to the Hindoo community, and as much in accordance

(43) Despatch of 13-9-1854. —contd.

with the views of the original donors, were some at least of these scholarships to be open to Hindoo competitors, educated at other seminaries of Calcutta or its vicinity and not confined to the students of the Hindoo College.

"The following are the main features of the scheme for the establishment of the new Presidency College.

"The college, which will be open to persons of all castes and creeds, is to combine with a general course of education, special courses of medicine, engineering and law; admission is to be by examination, excepting from other Government institutions, whose certificates are to be accepted in lieu of an examination.

"Free scholarships are to be founded tenable at the Presidency College from the Government schools and colleges in the country, in order to encourage those who are specially worthy of it to prosecute their studies in the manner most beneficial to themeslves and to the community at large. Other scholarships to be awarded in the college itself.

"It is proposed also that examinations should be held, and diplomas awarded, on the completion of the different courses of study.

"A building is to be erected at a cost roughly estimated at six lakhs, which sum includes the amount which must have been spent in the erection of a new Medical College.

"'The Presidency College being founded on this basis, and having absorbed the establishment hitherto attached to the senior department of the Hindoo College will, in conjunction with the other Government educational institutions in Calcutta, effectually provide, in the words of the Governor General, that sound instruction both in elementary knowledge, in the higher branches of learning and in that peculiar oriental learning, which is cultivated by the great sects of Hindoos and Mussulmans respectively.

"We have much satisfaction in expressing our approval, in its main features, of the plan of which we have now taken a brief review, and we proceed to notice a few points which will require to be borne in mind, in order that the scheme may harmonize with the directions on the subject of education contained in our general despatch dated the 19th July (No. 49) 1854.

"The building of the Presidency College should be so arranged as to afford space for such buildings or apartments as may be required for the transaction of the business of the Calcutta University and for holding the University examinations.

"The engineering, law and other professorships attached to the college will obviate the necessity of founding such professorships in connexion with the Univer-

sity, and the functions of the latter will be confined to its normal object, *viz.*, that of examining candidates and conferring degrees and distinctions. *(43) Despatch of 13-9-1854.* —contd.

" The Presidency College might hold examinations, confer prizes, make as public as possilbe the names of its distinguished pupils, and take any other means which may seem advisable to stimulate their exertions and reward their success. But the power of granting diplomas or degrees should be confined to the University so that students from the Presidency College shall have no advantage, as regards examinatinos for degrees and distinctions, over those belonging to the other institutions affiliated to the University.

" It is proposed, we observe, that the legal and civil engineering courses of study should be arranged so, that neither of them may be conveniently entered upon by a student quitting the general course after he has passed his second year, or by any one from the province or elsewhere, not previously a student of the Presidency College who passes a senior scholarship examination and pays the entrance fee. We do not consider that the benefit of admission to those practical courses should be limited to youths who have obtained " high distinction " in a general course of study, but that it should be open to all who possess sufficient general knowledge to enable them to enter upon the studies of the special course with advantage. We desire that the test be framed on this principle.

" In accordance with the general plan for native education laid down in our despatch already referred to, free scholarships, tenable at the Presidency College similar to those proposed to be allotted to the Government institutions, might, subject to the same examinations, be assigned to any other educational establishments in the neighbourhood of Calcutta, whose managers may desire it, and which may appear to be deserving of such encouragement.

" The observations of the Council of Education are very decided upon the absolute necessity of giving a more practical turn to the instruction which is at present imparted in the higher educational institutions of Government. In their opinion it is one of the greatest defects of the system now pursued in India that it does little to educate the students for the more practical business of life, more especially in the physical departments, whilst there is probably no country in the world where the usefulness of this branch of instruction would be so much felt as in India.

" We trust that the scheme of study to be pursued in the Presidency College will tend to remedy this defect. It is evident that the natives of India can acquire eminence in practical professions,—they have done so in those of medicine and surgery,—and a course of civil engineering will open to them a new profession of the same practical character, and in which it is now most desirable that there

(43) Despatch of 13-9-1854. —concld.

should be a supply of well-educated young men to take part in the extensive public works which are, and will soon be, in course of execution. The Board of Education make the important suggestion that the "best reward for the most proficient students in the civil engineering department would be admission into the public service on a footing somewhat corresponding with that of sub-assistant surgeons," and it is, on the other hand, desirable that the theoretical instruction which such students may obtain in college should be accompanied by practical training with a view to their subsequent employment in the public service.

"Our sentiments with regard to scholarships were fully expressed in the despatch already referred to. In accordance with them, no addition to the funds, which have hitherto been applied to scholarships at the Hindoo College, would seem, for the present at least, to be necessary for instituting scholarships at the Presidency College, except those which may be open to students from other institutions, and those which may be annexed to the departments of medicine and civil engineering.

"Other points of detail we leave with confidence to be carried out by the Lieutenant-Governor of Bengal, and we have only to state that we shall take measures for obtaining the services of a competent Professor of Natural Philosophy and Geology to be attached to the college, on the terms proposed by the Council of Education.

"In conclusion we consider that great credit is due to the Council of Education for the clear and practical scheme prepared by them for giving effect to the views of the late Governor of Bengal, and we anticipate with great satisfaction the formation of an institution which we may expect, when it has been for some time in vigorous operation, to confer great moral and intellectual benefits upon the natives of the presidency of Bengal."

(44) From the Government of Bengal, to the Council of Education, No. 19, dated the 26th January 1855.

(44) Letter of 26-1-1855.

"I am directed by the Hon'ble the Lieutenant-Governor of Bengal to forward, for your information and that of the Members of the Council of Education, copy of a letter from the Secretary to the Government of India in the Home Department No. 166, dated this day, and of a despatch from the Hon'ble Court of Directors No. 49, dated the 19th July last.

General Education.

"In accordance with the terms of that Despatch and under the authority given by the Government of India His Honour has been pleased to appoint Mr. William

Gordon Young to be the Director of Public Instruction in the Lower Provinces; and I am accordingly desired to request that the Council will instruct their Secretary to report himself to Mr. Young and be guided by such orders as Mr. Young may give him. The functions of the Council cease from this date, and the Council is dissolved. (44) *Letter of 26-1-1855.*— contd.

"The Lieutenant-Governor will not allow the occasion to pass without expressing his sense of the eminent services in the cause of Education rendered by the Council from the date of its first establishment to the present time, and he desired me to tender his cordial acknowledgments to you, Hon'ble Sir, and to your colleagues, for the valuable assistance you have given both in counsel and in the executive management of the department during the period for which he has administered the Government of Bengal."

I have, &c.,

A. W. RUSSELL,

Under Secretary to the Government of Bengal.

(45) *Extract from a letter, dated 28th April 1858, from Lord Ellenborough to the Chairman and Deputy Chairman of the Court of Directors, with marginal notes by the Director of Public Instruction, Bengal.*

Letter from the President of the Board of Control to the Chairman and Deputy Chairman of the Court of Directors.

India Board, 28th April, 1858.

GENTLEMEN,

"Many letters have been lately before me reviewing the state of education in different parts of India under the instructions sent by the Court of Directors in 1854, and I confess that they have not given me the impression that the expected good has been derived from the system which was then established, while all the increase of charge which might have been expected appears to be in progress of realization.

Notes by Director of Public Instruction.

The letters and other documents here referred to, and on which Lord Ellenborough's Minute is based, relate to a period of about two and a half years, systematic proceedings under the Education Dispatch of 1854 having been commenced about the middle of the year 1855. Surely it is not to be expected that in so short a period the good hoped for from a new system of national education can be made patent to the world. (45) *Letter of 28-4-1858.*

(45) Letter of 28-4-1858.— contd.

This is almost as if a husbandman were to complain two or three weeks after sowing time what he had been put to a great expense for seed and had got no return for it.

"I do not observe in the letter of the Court in 1854 any direct explicit instruction to afford aid to schools under the charge of missionaries; but the expressions of the Court in that letter have been interpreted as permitting, if they do not direct, such an application of public money, and it has been so applied.

"This measure, even guarded as it appears to be, by restricting the aid of Government to the secular education of the natives in missionary schools, seems to me to be of a very perilous character.

The arguments contained in the 20th and following paragraphs would be of much force if it were the case that the grant-in-aid system were maintained and worked chiefly for the benefit of Missionaries. But, in this province at all events, such is certainly not the case.

Of the two hundred and two Schools in operation to which grants, to the extent of Rs. 6,609 a month, have been given under the Dispatch of 1854 (and which are included in the list that accompanied * my letter No. 2296, dated 10th instant) only nineteen are missionary schools. The rest with two exceptions are maintained by the Natives them-

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* *Abstract of Return lately sent up to Government of grant-in-aid schools in operation at the end of 1857-58.*

Grants under dispatch of 1854.

			Per mensem.
Mission Schools	19	receiving	Rs. 703 8 0
Native Schools	181	,,	Rs. 5,106 2 0
Calcutta Industrial School	1	,,	Rs. 600 0 0
Calcutta Girls' School (chiefly for Europeans) .	1	,,	Rs. 200 0 0
	202		Rs. 6,609 10 0

Old Grants not made under the Dispatch of 1854.

Jonye Training School (got up and managed entirely by Natives)	Rs. 100 0 0
Grants to Missionaries for educating Kacharee and Cossiah Hill wild tribes	Rs. 100 0 0
Total	Rs. 6,809 10 0

selves, and are the offspring in most cases of a real appreciation of the benefits of Education and a determination to procure and pay for these benefits, indications which are gratifying and of good promise for the future, and which have been thus referred to by the Honorable Court of Directors. **(*45*)** ***Letter of 28-4-1858.*—contd.**

"The primary object of the missionary is proselytism. He gives education, because by giving education he hopes to extend Christianity. He may be quite right in adopting this course; and left to himself unaided by the Government, and evidently unconnected with it, he may obtain some, although probably no great extent of, success but the moment he is ostensibly assisted by the Government, he not only loses a large portion of his chance of doing good in the furtherance of his primary object, but, by creating the impression that education means proselytism, he materially impedes the measures of Government directed to education alone.

"We notice with much satisfaction the desire shewn by the landowners and the inhabitants of Towns and Villages in many parts of Bengal to extend and improve the existing means of Education and the readiness manifested to take advantage of the aid of Government for the promotion of this object.

"This has been the view taken of the effect of any appearance of connexion between the Government and the missionaries by some of the most pious as well as the most able men who have ever been employed under the Goyernment of India, and I have at all times adhered to their opinion.

It is a curious fact, as bearing upon the question whether the giving of grant to Missionaries engenders suspicion and disaffection in the native mind, that in the Districts of Bengal proper, in which alone such grants have been given, the people have been generally free from any such suspicion, as connected at all events with Education, and have remained loyal throughout the disturbances; while in the Province where no such grants have been given, *viz.*, Behar and Cuttack, the

(45) Letter of 28-4-1858.— concld.

people, sunk in ignorance, and the prey of any designing incendiary, have here and there been moved by vague fears and suspicion.

"I must express my doubt whether to aid by Government funds the imparting even of purely secular education in a missionary School is consistent with the promises so often made to the people and till now so scrupulously kept, of perfect neutrality in matters of religion.

I cannot see how we violate our promise of impartiality and neutrality in matters of religion if we offer aid to all alike, whether Hindu, Muhammadan or Christian, who will give in return an adequate amount of useful secular education; and if in practice we give much more of such aid to Brahmans and Moulvees than to Christian missionaries. The principle on which the Department proceeds in this respect, and our determination to have nothing to say to any religious or proselytising enterprises as such, are set forth in strong and unmistakable language in my letter of 29th January last, and have been approved by Government."

(46) *Extract from Despatch No. 74, dated the 26th May, 1858, from the Court of Directors.*

(46) Despatch of 26-5-1858.

"We are not altogether satisfied with the manner in which the system of grants-in-aid has been administered in Bengal, and we entertain serious doubts whether it will be practicable to base on that system, as carried out under the provisional rules adopted with your sanction, a general plan of popluar Education. This indeed was not our purpose in originally sanctioning the principle of grants-in-aid. The Institutions which we had specially in view, as coming within the scope of the system, were those for promoting Education of a higher order. As regarded Vernacular Education for the great mass of the people, we contemplated for Bengal the formation of some such plan as has been instituted in the North-Western Provinces, by which with the liberal aid of Government a general scheme of Education might be brought into operation, without the necessity in the case of each school on the one hand of canvassing for local support, and on the other of applying for a grant from Government.

"We find from your separate letter dated 16th September (No. 20) 1857, to which for the present we defer replying, that the subject has attracted your attention, and we hope shortly to receive from you such information as will make us communicate our sentiments as to the plan on which the Education of the Lower classes in Bengal may best be provided for, and the manner in which the so-called system of grants-in-aid should be administered in that terriotory. *(46) Despatch of 26-5-1858.—contd.*

"We shall in the meantime merely remark that we concur in the opinion of the Lieutenant-Governor of Bengal, that it is not advisable to encourage by grants of public money, the formation of Anglo-Vernacular Schools where such a smattering only of English can be obtained as must be the case where the provision for the Master is limited to a salary of from Rupees 20 to Rupees 30 or Rupees 35 per mensem."

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(47) *Extracts from a Minute by the Lieutenant-Governor of Bengal, dated 1st October, 1858.*

"On the 14th July last, the Hon'ble the President in Council transmitted to me the Hon'ble Court's Dispatch in the Education Department, No. 74, of 26th May, 1858, specially calling my attention to the observations regarding Vernacular Schools, in paragraphs 18 to 21 of the Dispatch. *(47) Minute of 1-10-1858.*

"These observations appear to me to point to a contemplated radical alteration of system as to grants-in-aid. 'We are not altogether satisfied,' says the Hon'ble Court, 'with the manner in which the system of grants-in-aid has been administered in Bengal, and we entertain serious doubt whether it will be practicable to base on that system, as carried out under the provisional Rules adopted with your (the Government of India's) sanction, a general plan of popular Education.' I read these words as importing that the Hon'ble Court consider, not that I have erred in my method of acting under the Rules, but that the Rules themselves are erroneous; and that, under those Rules, it is doubted by the Hon'ble Court if a general plan of popular education can be carried out. That is to say, the Hon'ble Court, as I understand their dispatch, desire to see a general plan of popular Education carried out, but doubt if any such plan can be carried into effect under the grant-in-aid Rules sanctioned by the Government of India on the 6th July, 1855.

Hon'ble Court's Dispatch on the proper basis of a general plan of popular Education No. 74, dated the 26th May, 1858

(47) Minute of 1-10-1858.— contd.

"It is no part of my business to assist in determining the general policy of the Government of India, but to carry into effect according to the instructions given me, such policy as the Superior Authorities may think fit to adopt and prescribe. According to the instructions given me in 1855, I have hitherto been occupied in carrying into effect the policy of 1854. If a different policy be now determined upon it will be my duty and my endeavour to give it effect as fully as I am able.

"The system of grants-in-aid to Vernacular Schools was, as is well known, prescribed by the Education Dispatch No. 49, of the 19th July, 1854. The Dispatch was taken into consideration by the Government of India in December 1854 and January 1855, and it was under date the 26th January, 1855, that the Governor General in Council adopting the views of the Dispatch in question on the subject of grants-in-aid to Vernacular Schools, issued instructions to the several local Governments to prepare, in accordance with that Dispatch, Rules for the administration of such grants.

"These Rules were prepared, carefully examined in the Government of India, (as appears from the proceedings printed by order of Parliament) and finally sanctioned for the guidance of the local Governments; who have since acted upon them with results, (in Bengal), which, up to the present date, will be found briefly set forth in Mr. Young's letter of the 10th ultimo, and, more fully, in his printed annual and other periodical Reports.

"In two particulars the whole plan, as sanctioned by the Government of India on the 13th February and 6th July, 1855, has not accorded with expectation. For First:—it has not, as was certainly anticipated by some, in the way of objection to the scheme, been largely taken advantage of by Missionaries, so as to be open to any imputation of an unfair encouragement of proselytism. On the contrary, the system having been administered in the entire spirit of the 56th and 57th paragraphs of the Hon'ble Court's Dispatch of 19th July, 1854,* and on the exact footing

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* Para. 56. "In these periodical inspections, no notice whatsoever should be taken by them (the Inspectors) of the religious doctrines which may be taught in any School; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid.

Para. 57. "In carrying into effect our views, which apply alike to all Schools and Institutions, whether male or female, Anglo Vernacular or Vernacular, it is of the greatest importance that the conditions under which Schools will be assisted should be clearly and publicly placed before the Natives of India. For this purpose Government Notifications should be drawn up and promulgated in the different Vernacular languages. It may be advisable distinctly to assert in them the principle of religious neutrality on which the grants will be awarded."

the strict Rule * laid down by the Government of India, in their letter of the 6th July 1855, it has come to pass, contrary to all such expectations, that very few Missionary Schools have applied for or have received grants-in-aid; and that the great majority of aided Schools are Schools supported by Hindoos or Mahomadans —chiefly the former. And secondly :—it has been found that what is denominated in the Dispatch of 1854, 'the great mass of the people' is not likely to be reached by the present system; the Rules, apparently presuming greater general interest in the advancement of their inferiors than really exists among the wealthy classes of Natives, and larger contributions to the Schools than can be afforded by 'the masses' themselves, or are likely to be given for them by their more competent countrymen." (47) *Minute of 1-10-1858*—concld.

(48) *Extract from a letter, dated the 12th March, 1858, from Revd. G. Smith of the Doveton College, Calcutta.*

"With reference to your letter No. 443, dated 19th February last, forwarding an Extract from a letter from the Junior Secretary to the Government of Bengal, dated 15th February, in which His Honour the Lieutenant-Governor is pleased to ask for suggestions on the subject of the present general scheme of education, I beg to submit the following crude hints, which are necessarily so from my ignorance of the detailed working of the Government scheme, the only information available to the outside public being in the successive reports of your Department. (48) *Revd. G. Smith.*

"The whole pith and principles of any suggestions that I can make are contained in the Education Despatch of 1854, especially paragraphs 24, 29, 30, 31, 32, 37, 48, 49, 50, 51, 52, 61, 62 and 68, and in paragraphs 7, 8, 9 and 10 of your own Report for 1856-57. It is greatly to be regretted that the Supreme Government seem not only unwilling but decidedly opposed to acknowledge the Despatch in their Educational Policy. In the establishment of the Presidency College, in their determination to squander millions of the public money upon it, in the continued want of the University Lectureships contemplated by the Despatch as to be opened to all affiliated Colleges, in the withholding of the more valuable of Scholarships, and confining them to the sons of wealthy Baboos, whose education independently of

* It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein."

(48) *Revd. G. Smith*—contd. these costs from 40 to 50 a month, in the time of the year at which University Examinations are held, in the non-representation of the large class of European and East Indian Educational Establishments in the Senate, in all these their spirit is sufficiently seen. Notwithstanding the open liberality of their own Despatch, the Court of Directors seem also to be returning to the old paths, in their authorising grant to an " orthodox " Hindoo School at Hooghly, a place where education already abounds, and in their opposing the admirable arrangement for the civilisation of the Sontals with the Missionary body, the only class capable of doing the work well, and certainly the only class who would do it honestly and cheaply. If the policy of Government is directly opposite to that of the Despatch which says,—" we look forward to the time when any general system of education entirely provided by Government may be discontinued," it would be well at once distinctly to acknowledge it, and not oscillate between two extreme and contradictory paths, or rather pretend to yield a little to the one while they fully and consistently carry out the other. If the fruit of the past previous to 1854, has been disappointing, the policy though one of error, was at least consistent and honest, and the public could understand it, but surely the results of the attempted combination of two contradictory policies will be infinitely worse. The only gratifying feature in the whole is that you, Sir, who from your position and office, must be better acquainted with at least the " practical " in education, have protested against so preposterous and suicidal a course.

" It is not for me to express a dogmatic opinion, as to whether the time has come when Government may *in toto* discontinue its direct connection with Colleges and Schools of one class to the exclusion and discouragement of all others. All non-Government Colleges should at least be put on exactly the same footing as those established by Government, if they are ever to prove that they can in time relieve the Government of the burden of direct connexion with education of a class and partial character, and proceed to extend its benefits to places where they are not appreciated or cannot be given at present. Government has enough on its hands and will have a great deal more in the future, without becoming, as it now is, itself the Schoolmaster, and setting up a rivalry (which in the case of natives becomes a monopoly) with its own subjects. Its position is thus one of annoyance and injustice, and is certainly most undignified, while even with all its unjust support of certain Colleges to the exclusion of others, it may secure that ability, but certainly cannot secure that conscientiousness and energy which are manifested more easily in the non-Government Colleges or Schools. The Indian Government ought at once in

in policy, and as soon as possible in practice and detail, to take up the position of the Home Government in England in reference to education." (48) *Revd. G. Smith*—concld.

First.—Abolish the Presidency College and Mudrissa, and establish University Lectureships on Chemistry, Zoology, and the Physical Sciences, open to the matriculated students of all affiliated colleges, but directly connected with none.

Second.—Establish a Normal Training College and secure at any price the services of the Heads of one of the Training Colleges of England, such as the one at Battersea, Cheltenham, Edinburgh and Glasgow. Have two Departments—the Anglo-Vernacular and the Vernacular. Place your Rector at the head of the former and give the present Hindoo School as a Training or Practising Department for his students. The Sanscrit College would form the nucleus of the latter. Allow none to enter the higher Department without a Certificate of having passed the University Entrance Examination and carry on their actual studies and their practical teaching work until they were fitted to go forth to the many Schools of the Mofussil. Allow a few to go on with their studies for the B.A. or M.A. degree, so as to be fitted to be Heads of Schools and Masters in the higher classes of Schools. In conjunction with this, in all cases where a School had a certificated Master, establish the Pupil Teacher System, a system that would raise a race of young teachers, induce boys to continue longer at School, and increase the income of the Master by the allowance granted him for each.

Third.—Introduce into low and poor Districts the system of Capitation Grants where an allowance would be made to the Master for each pupil. This system has wrought admirably in England.

Fourth.—Direct attention to the system of Agricultural Schools and Industrial Schools. There is no reason why caste should interfere with their success any more than with that of the medical College.

Fifth.—Establish on a small scale a system of Pensions for deserving certificated Teachers, not of an eleemosynary character nor such as may be claimed of right, but so arranged that the Government may take power merely to give them when they think fit."

(49) Extract from a letter, dated 28th April, 1858, from Revd. A. Duff to Mr. Young.

"MY DEAR MR. YOUNG,

* * * * * *

(49) *Revd. A. Duff.* "But leaving the revised Rules, I trust I shall be excused for turning aside to remark on some other subjects connected with the progress of Native Education.

First.—The Educational "Despatch" expresses a strong desire "to see the active measures of Government more especially directed for the future to a solution of the question, how useful and practical knowledge may be best conveyed to 'the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts?' For the attainment of this end the Court are 'ready to sanction a considerable increase of expenditure.'

"But how is this to be attained? The destitution is fearful. The fact as deduced from the authentic detail of Mr. Adam's reports is, that of children of a School-going age in Bengal, there are only 7¾ out of every 100, who receive instruction of any kind, even the most elementary.

"One result of this is, that there are multitudes who have no desire whatever for instruction of any kind, and multitudes more who have no desire whatever for our improved instruction. How then can they be expected to pay for what they do not value, and therefore have no wish to obtain.

"Again, in the case of all purely Vernacular Schools, the small fee asked for ought to count as part of the expected contribution; and in many instances ought to count as the whole of it.

"The State will be quite safe in making such an offer for many a year to come. At present Natives will not accept of a wholly gratuitous vernacular education. And those who are not unwilling to have it care not, for the most part, about aught save the merest Mechanical acquisition of reading, writing, and native arithmetic; and for that remunerate the teacher partly in money and partly in clothes, vegetables, &c., at a rate not exceeding, for all Bengal, the average of three Rupees per month.

Second.— * * * * *

"And this I rejoice to find is the very policy announced in the famous Educational Despatch. Its words are:—'We look forward to the times when any general system of education, entirely provided by the Government, may be discontinued

with the gradual advance of the system of grants-in-aid and when many of the existing Government Institutions, especially those of the higher grade, may be safely closed, or transferred to the management of local bodies under the control of, and aided by the State, etc.' (49) *Revd. A. Duff*—contd.

"Were this policy to be acted out, the Presidency College ought now to be transferred to the management of some local body under the control of, and simply aided like any other institution, by the State.

"The appetite for inferior education has fairly been created in Calcutta, and numbers are now both able and willing to pay for its gratification, why then, should not the Government leave them or constrain them to do so? and why should the funds thus saved, not be appropriated to the extension of the popular education among the masses? This, I do believe, would be strictly in accordance with the spirit and letter of the Education Dispatch.

"The extreme partiality of the present exclusive system is surely indefensible.

"Should not the dictate of simple equity be either to bring the Presidency College under the general grant-in-aid system and extend the benefit of the same proportionably to all other Calcutta Institutions, or deal with alike, by extending State aid to none, and leaving them all to their own several independent resources?

Third.—A change of this kind could be very easily accomplished, were another provision of the Educational Dispatch to be faithfully carried out, instead of being, as now practically repudiated.

'It will be advisable (paragraph 30) to institute in connection with the Universities, Professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other Institutions in India.'

"As regards the Presidency College a body of Managers or Trustees, partly European and partly Native, might, in the first instance, be appointed by Government, with power to perpetuate itself by fresh elections when vacancies occurred. To that body the whole of the buildings formerly called "the Hindu College" might be handed over as a free gift, and to these any necessary addition might easily be made.

Fourth.—In the remarks now made, I have purposely restricted myself to hopes respecting which there must be a general agreement among all who heartily, or at least the majority of those who also heartily, desire the improvement and extension of Native Education.

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(49) *Revd. A. Duff*—concld.

"Respecting the admission of the Bible into Government Schools, without any infringement of the law of perfect toleration, on the principle recommended in the Minute of Lord Tweeddale, dated August 1846, I still retain the same moderate view which I advocated in the evidence before the Committee of the House of Lords already referred to.

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CHAPTER IV.

PROVINCIAL DEVELOPMENTS.

Bombay.

When a Board of Education was constituted for the Bombay Presidency in 1840 there were already in existence two colleges, *i.e.*, the Elphinstone Native Education Institution and the Sanskrit College at Poona, three Government English schools at Poona, Tannah, and Panwell, 115 Government district vernacular schools and 63 village schools in the Poona Collectorate; in short the Board found in being a Government system of education which for the times was well organised and widely diffused. The activities of the Board till it was abolished in 1854 were marked by energy and foresight; and the Board were fortunate in their educational staff. In Captain Candy, the Principal of the Sanskrit College and Superintendent of Vernacular Education in the Deccan and Konkan, they found an officer of experience and large ideas. He had an able assistant in Pundit Ball Gangadhar Shastree, at whose death in 1846 the Board recorded their high opinion of his services in the following terms:— *(a) Position in 1840.*

(xxii) "Ball Shastree united in an eminent degree the highest qualities which a paternal Government would look for on the part of one who devotes himself to the business of the instruction of youth. His attainments in science, his conversance with European literature and his remarkable facility and elegance in English composition enabled him to take a high place among the best Scholars of the day, but in addition to this acquired knowledge, his simple unostentatious deportment, and unwearied efforts on behalf of his countrymen insured him the respect and regard of all the Europeans to whom he was intimately known; while on the other hand the zeal and industry with which he devoted the far greater part of each 24 hours

(a) Position in 1840—contd.

to the best interests of this Countrymen, with no other regard to self than is involved in the love of praise from those whose praise is worth acquiring, secured for him an influence as extensive in range as it was beneficial in character."

(b) Early activities and policy of the Board.

In paragraph 38 of Lord Auckland's minute (50) Captain Candy had been asked to prepare reports on the Sanskrit College and the mofussal schools, extracts from which are reprinted. (51 & 52). The Board of Education early framed regulations explaining their duties and the conditions on which new schools would be opened. These regulations which are a model of lucidity, were translated into Mahratti and Guzrati and widely distributed. They came into force on January the 1st 1842 (53). The Board at the same time instituted an enquiry into the condition of the indigenous schools in the Presidency.

The following extracts from the report of the Board for the year 1844 show the spirit with which they conducted their operations.

(xxiii) "In a Board constituted like ourselves, where changes must occur pretty frequently, and where, from the experimental character of the object we have in view, it is impossible that any very distinct line of duties should be chalked out for us, it becomes necessary from time to time to hold up to view the ends which Government proposes to carry out through our instrumentality, and the means which are within our reach for effecting them. We have accordingly very carefully considered this subject in both these bearings, and with regard to the more difficult branch, the means of diffusing sound education throughout the Presidency, we are still conducting enquiries towards a collection of facts and phenomena, which may prepare us for the formation of general views, and which, in the tmean ime, serve to guard us from the dangers of hasty innovation. For we have steadily kept in sight that it is the especial duty of a Board as much to abstain from a mischievous activity that would interfere with all the institutions of our predecessors, as to avoid falling into the lethargy of self-satisfied routine.

"The object of Government we take to be perfectly distinct and intelligible, namely, to make as vigorous an impression upon the Asiatic mind as possible, to rouse it from the torpor into which it has subsided for some hundred years past, and to place it in a condition for receiving and digesting the results of European progress and civilization. We know that there are some who look upon our endeavours with a cold and doubting eye, who either consider the Hindoos to be too firmly matted

together by the bonds of caste and custom to be pervious to European influences, or who, admitting the advantages of education, when accompanied with religious instruction, exclaim against the Government system as pernicious in its operation

(b) Early activities and policy of the Board—contd.

"With regard to both classes of objectors we consider the question no longer. as an open one. The vigorous support which the Indian Government, both at home and in this country, affords to national education, renders manifest, what in their opinion the true statesmanlike view is; and to those who are most sceptical as to any satisfactory results being obtained in this country, it is sufficient to observe, that at all events the experiment is a noble one, and that the possibility of success is quite sufficient to justify unceasing efforts to obtain it.

"On the other hand, with those who boldly contend that the sound practical information, which the Government seek to convey in their schools, has no moralizing influence on the native character, we find it impossible to argue. Ignorance in all ages has been the fruitful mother of vice, in a great degree by the undue development given to the passions in minds where intellectual enjoyment can find no entry, but mainly by the temptation and facility which it affords to the crafty and designing, of preying upon the ignorant masses. One of the main duties of Government in modern times is to protect one class of its subjects, the weak, the unwary, the helpless, in one word the large majority, from the unprincipled few, and the remedy, acknowledged to be the most available one, is to inspire the bulk of the population with the desire, and to afford them the means, of acquiring as much exact knowledge as possible on the various subjects and ideas which will come across their path on their walk through life. Wherever we find gross intellectual darkness we are sure to meet with grovelling superstition, and the worst forms of priestcraft; a lax morality is the inevitable offspring of such unholy union, and it is only by the introduction of light as a sort of moral police that any effectual warfare can be expected to be waged against these enemies of the human race,

'For truth has such a look and such a mien'
'As to be loved, needs only to be seen.'

"We are perfectly satisfied therefore that the only feasible project capable of being carried out on a large scale for the introduction of national education is by pursuing steadily the system already adopted by Government and by making the cordial co-operation of the natives the basis of all our proceedings. Indeed so much that we have advanced above appears like truisms that we almost feel called upon to apologize for its insertion."

(b) Early activities and policy of the Board—concld.

In the report for 1845 the subjoined table is given contrasting the effect of the different policies adopted in Bengal and Bombay.

—	Bengal Presidency, population 37 millions.	Bombay Presidency, population 10½ millions.
	Rs.	Rs.
Funds applicable to Education.	4,77,593	1,68,226
Total number receiving Government Education	5,570	10,616
Receiving English Education	3,953	761

(c) Condition of Vernacular Schools.

Owing to the system of inspection and superintendence early introduced by the Board we are able to obtain a clearer idea of the schools in the Bombay Presidency than of those in any other part of India. The following extract is from a report of Mr. Campbell,* the Collector of Bellary, on indigenous schools :—

(xxiv.) "The internal routine of duty for each day will be found with very few exceptions and little variation the same in all schools. The hour generally for opening the school is 6 o'clock; the first child who enters has the name of Saraswatee or the goddess of learning written upon the palm of his hand, as a sign of honour and on the hand of the second a cypher is written to shew that he is wrothy neither of praise nor censure; the third scholar receives a gentle stripe, the fourth two, and every succeeding scholar that comes, an additional one. This custom, as well as the punishments in native schools, seems of a severe kind. The idle scholar is flogged, and often suspended by both hands and a pully to the roof, or obliged to kneel down and rise incessantly, which is a most painful and fatiguing but perhaps healthy mode of punishment."

The Board found great difficulty in recruiting satisfactory teachers for its own vernacular schools :—

(xxv.) With regard to the schoolmasters, we consider it to be quite evident that they are not a whit superior in positive knowledge or manly tone of thought to those amongst whom they are located, although their conversance with a little Algebra and a few propositions in Hutton may perhaps tend to generate a tendency

* Mr. Campbell wrote his report in 1823. See Part I, p. 66. The next extract is from the Report for 1854.

(c) Condition of Vernacular Schools—contd.

to conceit and self assumption which undoubtedly will not add to their influence in their respective villages.

"It is well known that a paid teacher has never been an object of respect amongst the Hindoos. 'It has ever been deemed by them', says the Collector of Bellary 'below the dignity of science for her professors to barter it for hire.' As the office therefore confers no weight on those entrusted with the charge of vernacular schools, it is clear that any influence they may be able to obtain will be solely owing to any personal superiority they may possess over the rest of the community. But so far as natural talents and knowledge of life and experience are concerned, it is almost a certainty that many of the Bramins resident in the village will be superior to them, and even in learning, especially in what the Hindoos esteem learning, *viz.*, acquaintance with Sanskrit and its literature, there will always be amongst the latter some one or more who will command the respect of the community in a far higher degree. As affects their pecuniary position again, it is obvious that a pay of from 10 to 20 rupees a month is not sufficiently overpowering to purchase a consideration which other qualities failed to secure."

(xxvi.) "When reporting on the condition of the School at Gogo, Mr. Green gives the following graphic description of the general incompetence of the Masters, 'the attendance in the School very bad, and the teaching not above the poor average of the Schools generally. The Masters them selves know scarcely anything worth communicating to the boys, nor have they access to any sources of knowledge. Dragged through a hasty course of elementary Mathematics, and acquainted only with a language in which books as yet are suspicious novelties, they have been exiled into these little towns, where with few exceptions they settle down into confirmed Brahmins, neither competent nor disposed to aid in the mental awakening which must be the object of Government in pressing the boon of Education upon the people."

There were however some notable exceptions. For example, the Superintendent makes the following comments on the master of the principal school in Surat :—

(xxvii.) "I do not for a moment hesitate to place this Master above all the natives of India whom I have yet had any opportunity of observing...... He writes and speaks his native language, as far as I am competent to judge, with singular beauty and force and had perhaps only to have been born under somewhat different circumstances to have become in reality what I once heard him styled in sport by an Englishman, the Hindoo Luther. I have hesitated a long while to

(c) Condition of Vernacular Schools—concld.

commit to paper what may appear to be so ridiculously overstrained a panegyric upon an obscure native School-master, but it was necessary to speak of him in the report, and I could not have satisfied my convictions had I asserted any thing less concerning him; indeed, if any thing here written could have the effect of placing him in a larger sphere of action, I should consider that I had rendered the cause of native improvement one of the greatest services that it is ever likely to occur to meto be able to accomplish."

(d) Closing of the village schools.

In 1846 it was decided that the Poorundhur village schools which had been founded as an experiment in the Poona Collectorate should be discontinued. The reasons for this course are given by the Board in the following extracts from their report.

(xxviii). "In a widely diffused system of Government education, villages no doubt will be deemed equally entitled to some sort of primary school as large towns, and the principle of population now adopted in Bombay is only a mechanical arrangement by which small means are made to extend over a large surface. And the Board of course need not point out how limited their means are for the instruction of the millions belonging to the Bombay Presidency. But even if the means at the disposal of the Board were inexhaustible, it would be impossible to establish a good system of village schools at the present moment from the dearth of efficient masters to undertake the trust."

"Under these circumstances it has appeared to us, that we were wasting our resources by continuing the monthly expenditure of Rupees 350 dedicated to the experiment, and that such amount would be more profitably expended in the support of a few schools, such as we may reasonably hope to make good schools sooner or later. We therefore determined on reopening no schools in the districts which have been once closed, and on taking all the opportunities (not infrequent) as they occur, of closing the schools now open."

The controversy on the subject of the medium of instruction has already been dealt with in Chapter I.

(e) The Dukshina Fund.

A discussion arose in 1849 as to the use to be made of the Dukshina Fund. The following extract from the Bombay Government letter No. 3122, dated the 11th November, 1837, to the Government of India explains the origin of this fund.*

* See also Part I, p. 198.

(xxix.) "This was a charitable grant, originally made by the Dabharay Senapatee of the Maharatta Empire from the Revenues of the State; and on the decline of the power of that family, and rise of the Peshwas, continued by these Princes. —It was an annual allowance, and was distributed chiefly to learned Brahmins and also to Vaidics, and poor people of the same class, the larger amounts, however, were given to Pandits, or Shastries of distinguished learning, or those Brahmins who passed in a superior stage, the examination in the Sanskrit Sciences, which was held in the presence of the Peshwa and his court, and at which, the most learned persons in the country, acted as examiners. After the conquest of the Peshwas kingdom, Mr. Elphinstone continued this grant, although in a reduced scale, and it was ultimately fixed at Rs. 50,000 per annum."

(e) The Dukshina Fund—contd.

On the establishment of the Poona Sanskrit College a portion of the Dukshina fund was appropriated towards meeting the cost of that institution, and on the appointment of Captain Candy as its Superintendent, it was proposed to charge his salary to the same fund. This led to a controversy amongst the members of the Governor's council, and the question was referred to the Government of India who sanctioned "the payment to Captain Candy of a salary from the Dakshina fund as Superintendent of the Hindoo College at Poona." In 1838 a Committee had been appointed by the Governor in Council to examine the candidates for the Dakshina, the subject of examination being "restricted to the branches of useful learning ordered to be kept up in the College, *viz.*, the branches of Jyotish, Vaykaram Nyaya, Darma, Shastras, Alankar, and Vaidya Shastras." In 1849 some Bramhins of Poona submitted a representation to the Government objecting to the way in which rewards were then granted out of the fund. This revived the controversy as to the best way of utilizing the fund and Mr. J. G. Lumsden, Secretary to Government, in a lengthy memorandum proposed the appropriation of the fund to more useful purposes. Accordingly a scheme was drawn up and submitted by Captain Candy and Mr. W. J. Hunter, Acting Political Agent in the Deccan (54). The scheme they proposed was sanctioned with some changes by the Government of India (55).

(f) Opening of schools in the mafassil.

During the years 1851 to 1853 the efforts of the Board of Education were directed towards establishing schools in the backward districts of Satara, Sholapur, Khandesh and Katiawar—Two circulars were

(f) Opening of schools in the mofussil—contd.

issued, one in October 1852 and the other in May 1854, under the authority of the Government prescribing the conditions under which aid was to be given to the local people for the establishment and maintenance of schools (56, 57). In these circulars the Board appears to have anticipated the principles of grant-in-aid laid down in the great despatch of 1854.

(g) Dissolution of the Board of Education.

On the receipt of the educational despatch of the 19th July 1854, the Government of India with their letter No. 177, dated the 26th January, 1853 (58), forwarded to the Government of Bombay, a copy of the communication which they had addressed to the Government of Bengal relating to the measures to be adopted for the establishment of Universities. As a first step towards carrying out the orders conveyed in the despatch, the Bombay Government issued orders(59) dissolving the Board of Education and appointing a Director of Public Instruction. In reviewing the last report of the Board for the year 1854-55, the Government observed that they considered the Board's proceedings as "remarkable for the same activity and good judgment which had ever characterised the working of the Department." Referring to the appointment of the láte Mr. Dadabhai Naoroji as professor of the Elphinstone College the resolution said :—"Government have also directed me to congratulate the Board of Education on having seen, in the honourable distinction lately conferred on Mr. Dadabhai Naoroji, a fulfilment of the hope referred to in their 34th paragraph as having been expressed, when nearly thirty years ago, the Professorships, one of which he now holds, were first created."*

(h) The grant-in-aid system.

Regarding the introduction of the grant-in-aid system the Director in his report for 1856-57 remarked that although a few applications for grants had been received during the year, no grant could be sanctioned as "the rules only provide for assistance to schools, already established which give a good secular education. Under instruction from Government I drew up a revised code of rules, which were submitted for the

* When the Elphinstone Professorships were founded in 1827 a hope was expressed that "the happy period would arrive when natives of this country would be found qualified for holding them." *Report* 1854-55, p. 26.

sanction of the Government of India ; in the meanwhile no grants could be given and, in the technical sense of the term, ' the grant-in-aid system may be said to be suspended." On the promulgation of the despatch of 1854 the Government of India at first disapproved of the "partially self-supporting system " introduced by the Bombay Government in 1852, but subsequently acquiesced in the view of the latter that the system was identical with the grant-in-aid system. As to the provisional rules the Supreme Government in their letter No. 763, dated the 12th May, 1858, replied as folllows :— (*h*) *The grant-in-aid system*—contd.

(xxx.) " His Honour in Council is of opinion that it is not desirable to make any change in the local and merely provisional grant-in-aid rules in any Presidency until the time comes for passing after due experience, a set of permanent rules applicable to the whole of India."

The revised Bombay rules were therefore sanctioned and notified on the 7th July, 1858 (11).

The Bombay University was incorporated by Act No. XVII of 18th July 1857( ). The code of bye-laws and regulations framed by the Senate and the Syndicate were submitted to the Government of India in January 1859 for approval which was not received during 1858-59. (*i*) *The Bombay University.*

(*50*) *Extract from Lord Auckland's Minute of 1839.*

" The Bombay Government I would particularly request to consider the measures which I have contemplated for raising and adopting to native wants the instruction conveyed in the most advanced of our English Colleges. I would ask also for a distinct and detailed report on the condition of its Mofussil vernacular schools; the precise nature and range of the education given in them, whether at Sudder stations or in the interior towns and villages ; the manner in which the teachers of either class of schools, are selected and remunerated ; whether (as has been before alluded to) by superintending and rewarding the teachers of the village schools ; who have not been trained in any of our own seminaries, sensible good has been effected, whether where there is no regular European superintendence, these interior schools are kept in a state of real efficiency ; whether there are inducements in the grants of scholarships, and if they are not, whether they may not well be held out to the best scholars of the Zilla schools to prosecute their studies further, and to acquire an improving knowledge of European literature ; what are the general (*50*) *Lord Auckland Minute of 1839.*

(50) Lord Auckland's Minute of 1839 —contd.

inducements which bring pupils to the schools, and whether good conduct in them ordinarily leads, as appears to have been approved by the Hon'ble Court, to employment in public service. It may be explained that under this Government there has been care taken to withhold anything like a monopoly of the public service from the scholars of its Institutions,—general tests open to all candidates, and selection by local officers with regard to known character, as well poficiency in learning, being considered the proper ground for nomination to public office. If the lads from the schools are drafted largely into official situations, opinions from the European officers under whom they have served, as to the degree of superior fitness exhibited by them, would be of value. It is probable that Captain Candy, the Superintendent of Schools in the Deccan and of the Sanskrit College, could condense the materials for such a report and submit it with his own comments without delay. He will especially say whether the general standard of acquirement in the vernacular schools, is as forward as he could desire, and whether he would recommend the establishment of English schools with the arrangement of merit scholarships, in a few of the interior districts. He will explain also what is his system in regard to the Sanskrit College at Poona, what improvements through the introduction of European knowledge have been attempted, and with what success, and what is the extent and promise of the English classes."

(51) *Extracts from Captain Candy's report on the Deccan Schools.*

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(51) Captain Candy's report.

"With respect to the first and fourth questions, *viz.*, the expediency of holding out inducements to the best scholars of the vernacular schools to study English, and of furnishing them with the means of study by the establishment of English schools, I beg to say, that I think the measure exceedingly desirable. The National Education of India cannot be said to be on a suitable basis, till there is a vernacular school in every village and an English school in every Zilla. After these shall have been in operation a few years, I doubt not there will be added to them a College for every Province.

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55. "I think then that there should be established at once an English School in every Collectorate of the Deccan and Concan. There is a superior Government English School already at Poona under Mr. Eisdale, which contains upwards of 100 scholars. To make it the only English school for the Poona Collectorate, would be to make the school inconveniently large. It would be preferable, I think, to establish

another school, and perhaps it should be in some other town of the Collectorate. The large and populous town of Joonur would be I think a suitable place. *(51) Captain Candy's report* —contd.

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60. "To render the proposed English Schools really efficient, especial care should be taken in the appointment of teachers. It would be advantageous to have a qualified European teacher appointed to each Zilla English School, but this probably would be impracticable. Perhaps some native young men may be found, alumni of the Elphinstone College or of the Native Education Society's English School, who have acquired a sufficient knowledge of the genius and construction of the English language, to qualify them to be teachers of it. But if natives be appointed teachers, there should be at least an European Superintendent to the circle of English Schools. He should visit the schools in rotation, staying sufficiently long at each, to be able to form a correct judgment of the master and his mode of teaching, so that he may confirm that which is right and rectify that which is wrong. If masters be appointed who have no higher qualification than that of being good penmen, and of being able to put together a few sentences of which the words are English, but the construction native, the acquirements of the scholar cannot be expected to be of a higher kind.

61. "I would strongly recommend that it should be established as a rule, that no scholar be admitted into a Zilla English School, who have not acquired a grammatical knowledge of his native tongue. The benefit of this will be two-fold. It will secure to the English School a class of scholars whose minds have been trained and exercised, and who will therefore enter on their new study under favourable circumstances. It will have most beneficial reflection on the vernicular schools as it will stimulate all to acquire that knowledge which will qualify them for admission into the English School.

62. "As it is not proposed to have at present more than one English School in a Zilla, a very serious difficulty presents itself with reference to its connection with the vernacular schools in other towns. It is the desire of the Government to induce the best scholars of the vernacular schools to acquire an improving knowledge of European literature. To do this, they must of course repair to the Zilla town in which the English School is located. But, when there, how are they to be supported? By far the greater number of them will be unable to support themselves from their own resources, so that unless the inducement which the Government proposes to hold out to them, be that of a maintenance while studying English, their poverty will preclude them from the study.

(51) Captain Candy's report —contd.

63. "I would suggest therefore, that in every Zilla School, there should be two classes of scholars. The first comprising all who are able to support themselves whether belonging to the town in which the school is situated, or to any other town of the Zilla. The second should be class of Government scholars, *i.e.*, scholars who have highly distinguished themselves in the vernacular schools, and are admitted with a certificate into the English School. For these I would suggest that the Government should grant a monthly allowance of four rupees. As there will be some scholars in the vernacular schools whose merit will entitle them to admission into the English School as Government scholars, but who are yet able to support themselves here, I would propose that they should bear the name of Government scholars but that instead of the allowance they should have a medal as a badge of honour. They might have the distinctive appelation of medallists. The Government scholars might be employed as monitors and thus render return for their allowance. The foundation of this class of Government scholar in Zilla English Schools is the inducement which, I would respectfully suggest should be held out to deserving scholars to study English literature.

64. "On the second point, or the general inducements that bring pupils to the schools, I beg to observe, that with respect to the children of Brahmuns, the motive of the parents in sending them to school is probably a compound one. It is a disgrace for a Brahmun to be unable to read and write, so that a regard for the credit of their order is a strong inducement to acquire at least the rudiments of learning. With this is combined the desire to qualify themselves to earn a livelihood. I have observed considerable jealousy on the part of Brahmuns of the acquisition of literature by other castes, especially by shoodrus. It has sometimes been openly expressed by the question to me, 'What have they to do with letters? Let them learn their own work; literature is our department.'

65. "Of Wanees, Simpees and other classes of trade-people, the motive is probably the simple one of qualifying themselves to keep their account books. The number of the cultivating class or Koonbees that attend school is comparatively small. The increase of the number has been an object to which I have paid special attention, but my success has not been great. The hindrances are two-fold, a want of an apprehension of the benefit of learning, and a real need to the parents of the services of the children in keeping fields, tending cattle and such like labors. When urged to send their children to school they often reply, 'Of what use is learning to us? Our work is ploughing and sowing.'—And when the advantage is shewn to them, *viz.*, that the ability to read and write would secure them from fraud and imposition by Karkoons and others, they rejoin that 'they cannot spare their chil-

dren.' This point must be left a good deal to the gradual perception, by the people, of the benefit of learning. *Education can be fostered but not forced.* *(51) Captain Candy's report —concld.*

66. "If it be asked what are the inducements that bring the pupils to the Government schools rather than to private schools, I reply, that it is because the instruction is gratuitous or at least costs only an anna monthly, and also because it is clearly seen, that the Government school-masters are more able teachers than those who keep private schools.

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68. "I pointed out in my last annual Report, that if the schools were furnished with copies of the translated Regulations of Government, it would be very beneficial to them and would facilitate the admission of meritorious scholars into public offices. I beg to draw the attention of the Board to this point. My annual Report will be accompanied by a list of those scholars whom I deem worthy of being recommended to the favourable consideration of the Heads of Departments.

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72. "Were the heads of Departments to give annually two or three situations of the junior grade to the scholars most distinguished for attainments and good conduct, the influence on the schools would be great.

73. "Having thus presented a view of the present state of the schools of the sudder and subordinate stations of the Deccan and Concan, and submitted hints for their improvements, I beg to conclude this Report."

(52) *Extract from the report on the Poona Sanskrit College.*

"The objects aimed at in its establishment were stated by Mr. Chaplin to be 'the encouragement and improvement of the useful parts of Hindoo learning, and also to introduce, as far as possible, the means of communicating to our new subjects such branches of European knowledge as they may be able and willing to receive. Another object was 'to preserve the attachment of learned Bramins who had suffered severely by the change of Government, and who had considerable influence over the feelings and conduct of the people at large.' *(52) Poona Sanskrit College.*

5. "The Commissioners states that 'in order to ensure as far as possible, the popularity of the establishment with the Hindoo community, he had proposed the appointment of teachers in almost all their branches of learning, although many of them were perhaps worse than useless.' He adds 'that he had not yet taken any measures towards the actual introduction of any branches of European science; but he had endeavoured to direct the attention of the College principally to such parts of their own Shastrus as are not only more useful in themselves, but will best

(52) Poona Sanskrit College —contd.

prepare thier minds for the gradual reception of more valuable instructions at a future time'.

6. "The establishment founded by Mr. Chaplin under the sanction of Government consisted of—

1 Professor of Nyayu or Logical Philosophy.
1 Ditto of Dhurm Shastur or Law.
1 Ditto of Wyakurn or Grammar.
1 Ditto of Jyotish or Astronomy.
1 Ditto of Ulunkar or Rhetoric and Oriental Literature.
1 Ditto of Wuedyu* or Medicine.
1 Ditto of Vedant.
1 Ditto of Yujoor Wed.
1 Ditto of Rig Wed.

with eight Assistant Teachers and 100 students on the foundation. Raghuacharyu, a Pundit of reputation and influence, was made principal; he was also Professor of Nayayu.

7. " The superintendence of the College was vested first in the Commissioner, and at the expiration of the Commission, in the Collector; but as both these Functionaries had extensive duties to attend to, thier superintendence of the College could have been little more than nominal. The natural consequence was that the management of the Institution was conducted by the principal Shastrees, and was lax and negligent.

8. " With reference to this unfavourable state of the College, in 1834, Government conjoined the Revenue and Judicial Commissioners, and the Agent for Sirdars with the Collector in the supervision of the College.

9. " This committee of supervision took a very unfavourable view of the Institution, and recommended its abolition, on the ground that the advantage was not commensurate with the expense of it.

10. " Government in reply agreed with the Committee that the Institution had failed of its object, that it had fulfilled no purpose but that of perpetuating prejudices, and false systems of opinions; and unless it could be reformed it had better be abolished. In a subsequent communication, Government intimated to the Committee its resolution to maintain the College on a reformed plan, and under special superintendence. One main ground of retaining the Institution was the importance of the preservation and cultivation of the Sanskrit language with re-

*Ayur Veda.

ference to the improvement through it of the vernacular languages that are derivatives from it. (52) *Poona Sanskrit College* —contd.

11. "It was argued that Sanskrit is as essential to students in India, as Latin is to students in Europe. It is the language of the laws and literature, as well as of the religion of this country. And as English, it is allowed, is necessary in the present circumstances of this country, to furnish ideas to the native mind, so is Sanskrit equally necessary to ensure the right expression of those ideas in the vernacular tongues. By the abolition therefore of the study of Sanskrit literature would be lo st a powerful aid in the diffusion of true science.

12. "Upon these considerations Government directed the following branches to be retained, *viz.*:—Dhurm Shastru or Law ; Wyakurn or Grammar ; Jyotish or Astronomy ; and Ulunkar or Oriental Literature. To these was afterwards added the branch of Nyayu or Logic, on the ground that without it there would be no system of Dialectics in the studies of the college. At the same time (February 1837) I* was appointed to superintend the College, with directions to effect the proposed modifications in a gradual manner, and with every attention to the feelings of the parties concerned.—Government sanctioned the entertainment of a Pundit to assist me in the arduous task assigned me. I entered on my office with every desire to follow the conciliatory course pointed out by Government, but they who had so long enjoyed their own way, would not come under efficient superintendence without a struggle. Opposition was made to me on most frivolous grounds ; but the firmness of Government in dismissing three of the most refractory teachers, conjoined with its clemency in allowing them some provision, effectually checked this evil spirit, and gained the good will of all. Since then there has been quite a good understanding between myself and the whole body of Professors and pupils. They have ready access to me and can at any time mention any grievance, or point out any want. The professors that were dismissed came subsequently to me and acknowledged that they had done wrong and they now frequently visit me.

13. "In the monsoon of 1837, the Right Hon'ble the Governor (Sir Robert Grant) resided at Dapooree, when I had the pleasure of much personal communication with him respecting the improvement of the College. It was a subject which he had at heart, and to which he gave much attention.

14. "He re-established the Medical branch, which had been abrogated, and directed that students should combine the study of the European medical works

*Captain Candy.

(52) Poona Sanskrit College —concld.

that had been translated into Murathee by Dr. McLennan with the study of the useful portion of their own Sanskrit medical treatises. Two Pundits who had both been with Dr. McLennan, were appointed Professor and Assistant Professor, of this branch.

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17. "But the most useful measure which that warm friend of Native improvement sanctioned, was the appointment to the College of a teacher of the vernacular language. Hitherto it had been too much the case that those who had been educated in the College left it with a contempt for their mother tongue, and without the ability to write even a common letter in it with propriety. Of course they were not qualified to enter any Department of the public service, except that such of them as had studied the Dhurm Shastru might be qualified to become Shastrees of Law Courts. But now the students are instructed in the vernacular language in all the branches of study that are taught in the Government Murathee schools. The good effect of this, it may be hoped will be great and permanent.

18. "Hitherto classical learning and the knowledge of a common business of life, have been thought incompatible; at least they have seldom been combined in the same person; Karcoons make no pretentions to learning, and Pundits are useless as men of business. But now we may look forward to many leaving the College whose learning will entitle them to respect among literati, and whose attain ments in the ordinary branches of education, will fit them to discharge with credit the duties of any situation which they may obtain.

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22. "With the exception of some particulars respecting the Jyotish or Astronomical branch, which will have special mention in a subsequent part of this report, the above is a brief sketch of the general history of the College from its establishment to the present time. I have given it as calculated in my opinion to present a true view of the Institution to the Board."

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(53) *Rules and Regulations of the Educational Establishments under the Board of Education. 1845.*

General Rules.

(53) Bombay Regulations.

1. The Board of Education consists of four Members nominated by Government, and of three native gentlemen elected by the Elphinstone Institution, and the

control of all the Government Educational institutions in the Bombay Presidency is placed in their hands. (53) *Bombay Regulations*—contd.

2. The main principle on which the Board seek to diffuse the benefits of national education, is to endeavour to obtain the co-operation of influential Natives in the efforts made by Government to improve the moral condition of the people.

3. For this purpose the association of Natives in the local management of schools is encouraged as much as possible.

4. But in order to maintain a sound system, and uniformity of proceedings wherever it is desirable, constant professional superintendence is relied upon as the governing principle.

5. The educational establishments under the control of the Board are divided mainly into two classes, somewhat but not wholly, corresponding to the primary and superior schools of Europe.

6. First class is intended to meet the wants of the great bulk of the population, who have but little time to devote to school instruction, and the information there conveyed is consequently of an elementary character, and is conveyed in the vernacular tongues.

7. In the second class the English language (except at the Sanskrit College) and the superior branches of education are taught.

8. The principle of professional superintendence having been established by the Board, the Presidency has been divided into four divisions, to each of which an officer called a Superintendent is appointed, who has the supreme control, subject to the Board, of all the schools within it. The three first divisions called 1st, 2nd and 3rd respectively, belong to the Mofussil; the fourth, called the Bombay Division, comprises only the vernacular schools within the Island of Bombay.

9. Institutions with a special object like the Grant and Sanskrit Colleges, or with any peculiarities connected with them, like the Elphinstone Institution, from the subjects of special provisions, and in all cases where no competent professional superintendence can be supplied, the Board adopt the best means in their power to supply the deficiency.

10. The advantages of a morally educated community being equally great to the individuals so trained, as to the country to which they belong, the principle of requiring fees from school-goers is steadily enforced.

11. The system of education which the Board of Education have in view in the above arrangements, is to lay the foundation of a sound moral character, and to impart information of such different kinds, as experience points out, will be most useful in after life.

(53) Bombay Regulations— contd.

12. As the principal means to carry out their views the Board consider it indispensable that a superior class of native School-masters should be formed, and they deem it part of their duty to endeavour to raise the condition, and to promote the interests of a body of men who may be made so useful to the State.

13. The Board recognise as another branch of their duties the promotion of translations from the European languages, and of the composition of useful original works principally with reference to school instruction in the vernacular tongues.

II.—Superintendence.

14. The efficient control of all the schools in the three first divisions, and of the Vernacular schools in the Bombay division, is confided to the superintendents.

15. An examination of every school within each division shall be held at least once every year by the Superintendents, or under special circumstances to be reported to the Board by the Inspector.

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16. Each Superintendent shall, within one month after he has completed the inspection of the schools in his division, submit to the Board a report of the schools over which his inspection has extended. This report must embrace the heads of information required of the schools in accordance with the annexed tables Nos.1,2, 3 and 4, and under the head " Remarks " shall treat the following points :—

First.—Statistics and character of the school district.

Second.—The numbers present at examination.

Third.—Progress of the school.

Fourth.—Health and moral condition of the boys.

Fifth.—Local details requiring notice.

Sixth.—A list of class books in the English schools, and of those books which may have been added to the Library subsequently to the 1st catalogue.

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III.—Vernacular Schools.

General Rules.

Vernacular schools are conducted by a master appointed by the Board of Education, subject to the immediate superintendence of a local committee but under the control of the Superintendent of the division.

The local Committee shall consist of five members to be chosen in the first instance by the Superintendent, and vacancies to be filled up subsequently by themselves subject to the Superintendent's approval. (53) *Bombay Regulations*—contd.

The distribution of the fees arising from the school-goers, according to plans to be approved of from time to time by the Superintendent, shall be directed by the School Committee.

The School Committee shall meet once a quarter or often if need be, and shall keep a record of their proceedings, which shall be submitted to the Superintendent annually for inspection.

Management of Vernacular Schools.

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The branches of knowledge taught in these schools are Reading, Writing, and Grammar of the Vernacular language of the school-goers; Arithmetic, Algebra, Geometery, History, Geography, and Moral instruction, and such other branches as may be, from time to time, determined on.

Every boy receiving instruction at these schools shall pay in advance a fee of one anna monthly in the Mofussil, and two annas in the Presidency, except in cases where inability to pay is clearly ascertained, and where promise of more than ordinary talents is exhibited. Such boys may be provisionally admitted upon the recommendation of the local Committee, subject to confirmation by the Superintendent at his next visit.

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No boy shall be admitted into the schools younger than five years of age, nor older than fourteen, if without any previous education; and no boy shall be allowed to remain in the schools above the age of nineteen, except in special cases at the discretion of the Superintendent.

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Establishment of New Schools.

Schools shall be established on petition of the inhabitants of Towns or School districts, the population of which is estimated at not less than 2,000, subject to the following conditions:

First.—The petitioners must agree to provide and keep in repair a school house, and the building for which (being neither a temple, nor

(53) *Bombay Regulations*—contd.

Chowree, nor any other place of public resort) must be suitably situated, and must be sufficiently spacious for the accommodation of the number of boys expected to attend. The proposed situation and the size of the school-house must be described, and the source from which the funds for its erection (if a new building) are to be obtained, must be stated.

Second.—The petitioners must agree to furnish the school-house with a small plain wooden table, two plain chairs, and a plain box with a padlock for the preservation of the school books.

Third.—The petitioners must agree that each boy shall pay one anna monthly.

On these conditions having been agreed to, the sanction of the Board to the establishment of a school, will be provisionally given, but not finally ratified, till the town shall have been visited by the Superintendent, when he shall have satisfied himself that the building prepared for the school-house is in accordance with the prescribed conditions, and that the number of scholars assembled holds out the prospect of a fair attendance, he shall establish the school by formally presenting the master to the inhabitants of the town, by giving over to his charge the books and instruments allowed by Government; by causing the assembled scholars to be registered in the school Register No. 1, and by selecting a committee of five members for the local management of the school. Such proceedings shall in every instance, be recorded in the Superintendent's annual report.

To enable the Superintendent to act in accordance with the above regulation, he shall take with him, or cause to meet him on his visit to the town for which a school has been provisionally sanctioned, a trained master qualified according to regulation 32. This master while travelling with, or proceeding to meet the Superintendent, will be allowed batta four annas daily. Such period of travelling, however shall not exceed the time necessary to enable the master in question to be at the town specified, at the same time as the Superintendent. The requisition for the payment of batta shall be countersigned by the Superintendent. The Superintendent shall also take with him the books and other necessaries allowed by Government for those schools which he expects to establish.

Should, in a town for which a school has been provisionally sanctioned, the terms of agreement regarding the preparation of a school-house and the assemblage of pupils not have been fulfilled, the Superintendent shall suspend all further proceedings in regard to that school, and report the circumstances to the Board of Education.

Should, at any subsequent period, the inhabitants of a town in which a school has been established, shew by neglecting to fulfil the conditions into which they have entered, an indifference to the advantages derivable from the school; that school shall, after a fair trial and warning, be abolished. (53) *Bombay Regulations*—contd.

To the inhabitants of the town for which a school has been provisionally sanctioned, the Superintendent shall notify some time previously the period of his intended visit, in order that the necessary preparations may be made and his detention be prevented.

* * * *

English Schools.

* * * *

Candidates for admission must have a competent knowledge of their Vernacular language, be able to write correctly the current hand in which business is transacted, and have a knowledge of Arithmetic as far as the Rule of Three. These qualifications will in every instance be tested by examination conducted in accordance with Regulation 53.

* * * *

The branches of knowledge taught in the English schools, are English Reading and Writing, Geography and the use of the Globes, History, Moral Instruction, Arithmetic, Algebra, and Geometry. The extent to which these branches shall be pursued and the books to be used for instruction, will be from time to time, determined by the Board of Education.

* * * *

English schools shall be established, if the funds at the disposal of the Board permit, in all zilla towns, where sufficient numbers of school-goers are to be found, and where sufficient zeal exists amongst the inhabitants to defray a portion of the expenses.

If the inhabitants of any zilla town are desirous of establishing an English school, and subscribe a sum of money not under Rs. 500 for the purchase or erection of a school-house, the Board upon the petition of such inhabitants, and the favourable report of the Superintendent, will advance a sum of money equal to that subscribed, and will proceed to establish a school upon the terms and conditions to be laid down by the Board.

* * * *

(53) Bombay Regulations— contd.

Normal Scholars.

The Normal Scholars constitute a class of young men, from which vacancies in the situation of masters, Assistant-masters, or other officers connected with the Institution, or at the disposal of the Board of Education, are, from time to time, filled up.

One part of their time is occupied in teaching, and the other part in attending the Lectures of the Professors on the higher branches of Literature and Science.

They are divided into two classes; the first class consisting of three, and the second of six scholars, on a monthly salary of Rs. 30 and 20 respectively.

No one is appointed to any of these classes till he has passed an examination in the prescribed branches of knowledge.

Examinations are held for this purpose twice in the year, *viz.*, in the third week of December and June. They are conducted by the Principal and Council and are open to the subscribers to the Institutions, and gentlemen introduced by them or by the Board.

The requisite qualifications are the following :—

First.—Candidates for the second or the lowest class in addition to the qualifications required for the West and Clare scholarships, must be acquainted with the leading events of Ancient History, with a more particular account of Greece and Rome, the elements of Political economy, the principal works of the Standard British Poets, and elements of Optics and Conic Sections, Chemistry and Natural Philosophy, and two Branches of Natural History.

Second.—Candidates for the first or the highest class must have made some proficiency in one of the following classical languages, namely; Sanskrit, Persian, Arabic or Latin; they must be acquainted with the outlines of the History of Modern Europe, the elements of Logic, of the Integral Calculus and Mechanics, Chemistry or Natural Philosophy, and three branches of Natural History.

* * * * * *

Normal School.

A Normal school for the training of school masters is established in the Elphinstone Institution, under a Master, and superintended by the Elphinstone Professors. The class will consist of 15 Marathee students, 15 Guzarathee, and 10 Canarese students.

The age of the student to range from 15 to 20. *(53) Bombay*
Each student will receive a stipend not exceeding Rs. 5 monthly, and he will be *Regulations—*
required to bind himself to attend the class regularly and to observe the course of *concld.*
instruction laid down for a period of three years.

Each student must also enter into a written engagement that when qualified for performing the duty of Master, he will serve the Board in that capacity for a period of three years, on the terms specified in Rules 33 and 34, and in the event of a refusal so to serve, that he will refund the whole amount which he may have received during his course of study.

Students who prove themselves unqualified from incapacity or inattention will be liable to be removed from the class.

(54) *Minute on the Duksheena by W. J. Hunter and Major T. Candy, dated 30th April, 1850.*

1. Government has directed the immediate issue of Rs. 1,500 in the usual way, *(54) The*
and has requested us to confer and fix terms and conditions for the issue of Rs. 1,500 *Duksheena.*
to Marathe writers and translators. We are requested also to give suggestions with respect to the disposal of the entire available balance of the Duksheena both present and prospective.

2. The scheme for the issue of the Rupees 1,500 is to be as nearly as possible in accordance with the suggestions of certain petitioners referred to by Government.

3. The petitioners suggest that 16 shares should be made—

	Rs.
2 Shares of 200 Rupees	400
4 Shares of 150 ,,	600
10 Shares of 100 ,,	1,000
16 Shares	2,000

but as the sum sanctioned by Government is not 2,000 but 1,500 Rupees this scheme must be modified—

The following might do—

	Rs.
2 Shares of 200 Rupees	400
4 Shares of 150 ,,	600
5 Shares of 100 ,,	500
1 Shares	1,500

(54) The Duksheena—contd.

4. These shares or prizes are to be open for competition to *all* classes and castes of Natives of India, and shall be given as rewards for the composition of Original *useful* works in Marathe, or for translation into it of useful works from other languages.

5. To obtain a first class share a candidate must produce a work of not less than 150 Octavo pages in some useful subject of Science or general literature of correct style and composition. To obtain a second class share a similar work of 100 Octavo pages. To obtain a third class prize a similar work of 75 Octavo pages.

6. The works presented by competitors shall be submitted to the judgment of a committee, who will decide on their merits, whether deserving of a prize or not and if deserving of what amount.

7. For works of inferior merit no prize shall be given.

Agent.
Collector.
Assistant Agent.
Head of the Poona College.
Principal Sudr Ameen.
Inspecting Shastree.
Secretary to the Native Library and 3 other Natives.

8. The Committee might be composed as per margin. The President to be a European, with a European Secretary and a Native Assistant Secretary.

9. Works written in competition must be presented to the Committee by the 1st of September.

10. The shares or prizes gained will be considered as Annual grants (so long as Government is pleased to continue them) upon the condition that the holders produce anually a New work of Merit.

11. The prizes or shares to be paid annually in the month of November.

12. Should any shareholder fail to produce a work in any year his share to be forfeited for that year.

13. If a shareholder be engaged in a work which requires more time for completion than one year, his share may be held in deposit till the work be finished, provided this be within three years. If the work produced be worthy, *the accumulated shares* shall be given to the holders. Every share holder wishing his share to be held in deposit on the ground of his being engaged on a work which will take more than one year, must give intimation of his wish to the Committee on the 1st of August of each year.

14. A list of such works as have been approved of by the Committee shall be forwarded to the Agent for Sirdars by the Secretary on or before the 1st November yearly, and in accordance with this list the agent will issue the prizes.

15. Should any person to whom a prize has been awarded not be present personally at Poonah at the time the prizes are issued he shall not forfeit his prize. It shall be kept for him or paid to any one authorised to receive it as he may prefer. (54) *The Duksheena* contd.

16. Should the 11 shares not be all appropriated from the number of works approved of being less than 11, the unappropriated shares shall fall into the "General fund" mentioned in IV suggestion in the second part of this Minute.

17. The Manuscripts of Books to which prizes have been awarded shall be lodged in the keeping of the Secretary. Works to which no prizes have been awarded shall be returned to the authors.

18. A list of the works received and rewarded by a prize shall be published annually with the amount of prize to each, and the name of the Authors.

19. Upon the sanction of Government having been obtained to these rules the Agent for Sirdars will have them inserted in the Government Gazette and in the Native and local papers.

20. The Agent shall also insert in the Government Gazette or in the papers a list of the prizes open to competition with an intimation that any person wishing to become a competitor and desiring information on any point not specified in these rules, may obtain it by application to the Secretary.

21. The Offices of the President, Members, Secretary and Assistant Secretary of the Committee shall at first be honorary, but should it be found that the duties of the Secretaries are onerous it shall be competent to the Committee to recommend some remuneration to them. It shall be competent to the Committee to point out at any time the desirableness of a modification of any or all of these rules when the Agent shall represent the subject to the Government.

22. The above scheme seems to us to be as closely according to the wishes of the Petitioners as is practicable.

II.

1. Suggestions within regard to the disposal of the entire balance both present and prospective. The present available balance is accumulated—

Balance	18,479	7	0
Remaining undisposed of last year's balance . .	3,894	2	7
Rupees	22,373	9	7

2. As the holders of Duksheena are many of them aged, a considerable sum will lapse every year, till at length all the shares will have lapsed.

(54) The Duksheena—contd.

3. We feel it to be of great importance therefore to suggest such a plan as shall most widely benefit the Country. The plan should be in connexion with the improvement and extension of native education and literature.

4. There is at present no adequate provision made for the cultivation of the Vernacular language of the Deccan and Concan, and we therefore think that the Duxeena should not be better applied than in making this provision.

5. As the Board of Education has at present under consideration a plan for combining the present Poona College and the present Government English School of Poonah, we beg to suggest that the balance of the Duxeena be applied to the cultivation of the Marathi language in that institution.

6. The first measure we would suggest is the endowment of a *Professorship of the Vernacular language*, Marathi, of Rupees 100 per mensem.

7. The Professorship to be held by a native of competent knowledge of English, Sanskrit and Marathi. To carry out this suggestion will take 1,200 Rupees per annum of the balance Rupees 3,894-2-7.

8. The next measure we would suggest is the endowment in the same Institution of 4 *Translation Exhibitions* of 40 Rupees a month each, to be held by young men possessing a competent knowledge of English and Marathi and rudimental knowledge of Sanskrit. They should be employed part of their time in teaching in the College and part of their time in translating under the direction of the Head of the College.

9. To carry out this suggestion Rupees 1,920 per annum would be required.

10. The next measure we would suggest is to aid in the endowment of an English Professorship in the same institution. To this object we would suggest that the accumulated balance of Rupees 18,479-7-0 should be applied. This suggestion if approved of will of course become the subject of communication between Government and the Board of Education.

1200 . . .	3,894	2	7
1920 . . .	3,120	0	0
	774	2	7

11. The two first measures will leave a balance from the unappropriated sum of Rupees 3,894-2-7 and of Rupees 774-2-7 per annum.

12. This balance and the *subsequent annual increase* from lapsed shares, we would suggest should be applied to the formation of a "General fund for the Encouragement of Native Literature and Education." At first the operations of this fund will be small but as the balances increase it will be able to enlarge its operations.

13. This fund to be under the control of the committee recommended in the former part of this minute. (54) *The Duksheena—concld.*

14. This fund will be applied to 1st. To the rewarding of the writers in Marathi or translations into Marathi (from any language) of *useful* works. The Committee shall be authorised to give not yearly grants but gratuities *once for all*, according to the merit of the work, from 50 to 1,000 Rupees.

15. If a work worthy in the Committee's opinion of more than 1,000 Rupees be presented, it shall form the subject of a reference to Government for a higher gratuity.

16. 2nd. To printing such works as it shall be thought expedient to print.

The printing of the works approved of will, it may be expected, be covered by the sale of copies.

17. 3rd. To rewarding with gratuities old and meritorious vernacular school masters.

18. 4th. Occasional grants to Societies engaged in promoting the improvement of Native Literature.

19. We consider all these measures very important and calculated, if carried out to produce great benefits to the general body of the Marathi people.

20. The exhibitions should be opened to all natives of India.

21. There are a number of minor points which can be considered when Government has approved of the plan.

(Signed) W. J. HUNTER,
Acting Agent.

THOS. CANDY, *Major*,
Supdt., Poona College.

(True copies.)

J. G. LUMSDEN,
Secretary to Government.

(55) *Letter, dated the 22nd November, 1850, from the Government of India, to the Government of Bombay.*

I am directed to acknowledge the receipt of your letter No. 3903, dated the 3rd ultimo, submitting copies of papers affording the information required by my letter, dated the 30th August last, regarding the origin and nature of annual distributions made at the Hindu College at Poona under the denomination of Dukshina. (55) *The Dukshina.*

(57) *Vernacular Schools*—contd.

school established, and who at the same time are prepared to prove their anxiety for the establishment of such school, by agreeing to assist in supporting it to the following extent :—

First.—To pay half the salary of the master.

Second.—To provide and keep in repair a suitable school-house, and ordinary school furniture.

Third.—To defray all contingent expenses.

Fourth.—Each boy to pay a monthly fee of one anna, to be expended on school purposes by the School Committee, in communication with the Superintendent of Schools.

Fifth.—Each boy to provide himself with the requisite class books.

2. The salary of the master to be made dependent on the extent of the population of the village or town, as follows :—

	Rs.
Under 1,000 inhabitants	10
Between 1,000 and 2,000 inhabitants	15
„ 2,000 and 4,000 „	20
„ 4,000 and 6,000 „	25*
„ 6,000 and 10,000 „	30*
„ 10,000 and 15,000 „	35*
Above 15,000 inhabitants	40*

* Provided there is only one Government school in the town.

Half the amount to be paid by the inhabitants, and half by Government. If, in consequence of the number of boys in any school, one or more assistant teachers should be required, the pay of such teachers, as of the master, to be equally divided between the town or village and Government.

3. Applications from the collectorates of Khandesh, Poona, Ahmednuggur, and Sholapoor, to be addressed to the Superintendent of schools in 1st Division at Poona ; from the collectorates of Ahmedabad, Kaira, Broach, and Surat, to the Superintendent of Schools in 2nd Division, at Surat ; and from the Collectorates of Tanna, Rutnagire, Belgaum, and Dharwar, to the Superintendent of Schools in 3rd Division, at Belgaum.

By order of the Board of Education,

M. STOVELL,

Secretary.

BOMBAY,

16th May, 1854.

(58) *Letter, dated the 26th January, 1855, from the Government of India, to the Government of Bombay.*

(58) Bombay University.

With reference to the Despatch of the Honorable Court of Directors addressed to your Government on the 30th August last, No. 39, I am directed to forward for the information, and so, so far as applicable, for the guidance of the Honorable the Governor in Council, copy of the letters addressed to the Governments of Bengal and the North-Western Provinces, on the subject of Education, and also of the instructions given to the Committee which the Governor General in Council has appointed for preparing a scheme for the establishment of Universities in the Presidency Towns of Calcutta, Madras, and Bombay.

2. The Governor General in Council further directs me to request, that the Governor in Council, will favour the Committee with a list of the persons whom it is intended should form the Senate of the future University and with the views and opinions of the local Government in regard to the measures to be adopted for carrying out the Honorable Court's plan of an University in the Presidency of Bombay.

I have the honor to be, &c.,

(Signed) C. BEADON,

Secretary to the Government of India.

FORT WILLIAM,

The 26th January, 1855.

(59) *Letter, dated the 19th March, 1855, from the Government of Bombay, to the Board of Education, Bombay.*

(59) Appointment of Director of Public, Instruction.

A Despatch from the Honorable Court of Directors, No. 49, dated 19th July, 1854.

A letter from the Secretary to the Government of India, to the Chief Secretary to the Government of Bombay, No. 177, dated 26th January, 1855, with accompaniments, *viz.*, Letters addressed to the Governments of Bengal and the North-Western Provinces on the subject of Education, and also of the Instructions given to the Committee which the Governor General in Council has appointed for preparing a Scheme for the establishment of Universities in the Presidency Towns of Calcutta, Madras, and Bombay.

I am directed by the Right Honorable the Governor in Council to forward to you copies of the correspondence, &c., quoted in the margin, and to intimate to you, that the first step which His Lordship in Council has considered it advisable to take, in pursuance of the instructions contained in paragraph 20 of the Honorable Court's Despatch of the 19th July last, has been to appoint Mr. Claudius James Erskine of the Civil Service, to be Director of Public Instruction in this Presidency.

(59) Appointment of Director of Public Instruction—contd.

2. His Lordship in Council has desired me, with reference to paragraphs 15 and 17 of the above Despatch, to express to you the great pleasure which it gives him that it has fallen to his lot to have to communicate to you the need of commendation and thanks which they contain,—an honourable testimony, which the Board of Education have fairly earned by the disinterested and judicious exercise of the functions entrusted to them.

3. In making the appointment now announced to you Government have done so in the hope that you will, until the close of the current official year, consent to continue to discharge the ordinary duties of your Board as heretofore, and that you will then furnish the usual Annual Report of your proceedings, and of the state of the schools under your supervision.

4. The Director of Public Instruction will be requested to obtain information regarding those institutions which exist throughout the Presidency, unconnected as yet with the Government Educational Department, but which will have claims to become affiliated to the proposed University or to participate in the boon of grants-in-aid; and the Governor in Council is confident, that in the inquiries which he may find requisite for obtaining this or any other information connected with the state of Education in the Presidency, he may rely on the assistance and co-operation of the Board of Education.

5. Some time may probably elapse before His Lordship in Council is in a position to definitively apply for the further assistance adverted to in paragraphs 17 and 33 of the Honorable Court's despatch, as still hoped for your Board, but he is confident that, when he is able to do so, it will be freely afforded.

I have the honor to be,

Gentlemen,

Your most obedient servant,

(Signed) W. HART,

Secretary to Government.

BOMBAY CASTLE.

The 19th March, 1855.

(60) *Notification, dated the 7th July, 1858, relative to rules for grants-in-aid.*

Pending the promulgation of permanent rules for the general regulation of grants-in-aid of education, the following provisional rules, approved of by the Government of India, will be followed in the Bombay Presidency :— (60) *Grants-in-aid.*

1. The Local Government, as its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid, in money, books, or otherwise, to any school in which a good secular education is given, through the medium either of English or the vernacular tongue, to males or females, or both, and which is under adequate local management.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points :—

First.—The pecuniary resources, permanent and temporary on which the school depends for support.

Second.—The average annual expenditure on the school.

Third.—The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the school.

Fourth.—The persons responsible for the management and permanency of the school, and the time for which they will continue to be responsible.

Fifth.—The nature and course of instruction imparted.

Sixth.—The number, names, and salaries of masters and mistresses, and subjects taught by each.

Seventh.—The books in use in the several classes of the school.

Eighth.—The nature and amount of aid sought, and the purpose to which it is to be applied.

3. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its current accounts and lists of establishment and scholars, by any officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction but only to secular education.

4. The Government will not, in any manner, interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

(*60*) *Grants-in-aid*—contd.

5. In giving grants-in-aid, the Government will observe the following general principles :—Grants-in-aid will be given to those schools only (with the exception of normal schools and female schools) at which some fee, however small, is required from the scholars ; and, whenever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

6. No grant will, in any case, exceed in amount the sum expended on the institution from private sources, and the Government will always endeavour so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

7. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

By order of the Right Honorable the Governor in Council,

(Signed) W. HART,
Secretary to Government.

BOMBAY CASTLE,
The 7th July, 1858.

CHAPTER V.

MADRAS.

(a) Lack of a consistent policy.

The Educational records of the Madras Government between the years 1839 and 1854 consist chiefly of minutes by successive Governors, Lord Elphinstone, Lord Tweeddale and Sir Henry Pottinger, outlining policies which were never fully adopted, of reports from the educational board submitting schemes which were never brought into effect, of orders of the local Government constituting new educational authorities each of which was short lived, together with despatches from the Court of Directors criticising the policies framed by the Governors, rejecting the schemes submitted by the educational board and dissolving the new educational authorities constituted by the local Government. We find, for example, that the Board of Public Instruction was reconstituted in 1836 as a Committee of Native Education, which in turn gave place in 1841 to a University Board; this Board was superseded by a Council of Education in 1845, which was dissolved at the instance of the Court of Directors in 1847, its duties being again undertaken by the University Board; Sir Henry Pottinger revived the Council of Education in 1848 only to replace it by a Board of Governors in 1851, which handed over its functions to the Department of Public Instruction which was formed in 1854. In view of the constant changes both in the policy of the local Government and in the personnel of the authority whose duty it was to carry out that policy, it is not a matter for surprise that the educational activities of the Madras Government were not fruitful in results or that we find in 1852 but one single institution in the Presidency founded or under the immediate control of Government.

Fortunately for the cause of education in Madras, missionary enterprise was particularly active in this Presidency. It was not, however,

(a) Lack of a consistent policy—contd.

till 1854 that mission schools were definitely brought into the system of public instruction by the introduction of the policy of grant-in-aid.

The following short narrative will explain the sequence of records printed at the end of this chapter.

(b) 1836-41. Lord Elphinstone's scheme.

Up to the year 1836, the educational operations of the Madras Government were confined to the maintenance of what were called 'Collectorate' and 'Tahsildaree' schools in which instruction of a very elementary character was given through the vernacular along with a little of English in a few of the Collectorate Schools. When Lord W. Bentinck's minute of the 7th March, 1835 was received, the authorities in Madras interpreted it as prohibiting the use of the vernacular languages as media of instruction in institutions maintained by Government. When dealing with this point and with certain proposals of the Board of Public Instruction which had previously been forwarded for the opinion of the Committee of Public Instruction in Calcutta, the Supreme Government recommended the withdrawal of aid from the Collectorate and the Tahsildaree schools and the establishment of an English College at Madras and of provincial schools at some of the important stations in the interior, if funds were sufficient. The Collectorate and the Tahsildaree Schools were accordingly abolished in 1836, as also the Board of Public Instruction. In the place of this Board, a new committee entitled the Committee of Native Education * was appointed with instructions to submit proposals for the establishment of a normal school at Madras for the training of teachers for English schools which it was in contemplation to establish afterwards in the province. But the Committee submitted a more comprehensive scheme which included proposals for the immediate establishment of four English schools in different parts of the city and also of a Normal School and a College at Madras. No notice was taken by the Government of these proposed measures until Lord Elphinstone issued his minute of the 12th December 1839 (61). This minute was written after the receipt of a petition

* The constitution of the Committee was unusual :—President, a member of Council ; members a Presbyterian Presidency Chaplain, the Mahratta Translator to Government, the Deputy Judge Advocate, the Hon. Company's Astronomer, the Hon. Company's Solicitor.

from the native community signed by no less than 60,000 persons promising pecuniary support. Lord Elphinstone in his scheme proposed the establishment at Madras of a Collegiate Institution or University having two departments, *viz.*, a college giving instruction in the higher branches of literature, science and philosophy and a high school teaching English literature, the vernacular languages and elementary science and philosophy. The high school was opened in April 1841, but the college department was not fully organised until 1853. For the improvement of education in the province he proposed the establishment of superior schools at some of the principal towns in the hope that these schools might eventually become colleges. In order to carry out the scheme a new controlling body under the title of "the University Board" was constituted in place of the Committee of Native Education with the Advocate General, Mr. George Norton, as its president.

(b) 1836-41, Lord Elphinstone's scheme —contd.

In communicating their general approval of Lord Elphinstone's scheme, the Court of Directors in their letter dated the 28th April, 1841 observed :—

(*xxxi*). "With regard to Tahsiladaree and Collectorate schools there can be no doubt that they must be considered one of the means by which education may be extended more generally among the people ; and we are unwilling to forego any measures calculated for their encouragement. But as the minute subdivision of the Government grant amongst a multitude of establishments has the tendency of making our support altogether ineffective, being moreover averse unnecessarily to interfere with schools projected and supported by the Natives, we shall not make any change in your arrangements in this respect."

(c) 1842-45. Abortive schemes.

Sanction to the opening of the four provincial schools was communicated by the Court of Directors in a despatch, dated the 30th September, 1842 (63) ; rules for the management of these institutions were drawn up and local committees formed ; but the schools were not opened as it was found impossible to secure any competent head master on the pay sanctioned (Rs. 100 per mensem). In June 1843 the President of the University Board drew the attention of Government to the unsatisfactory condition of the Madras University (High School) and urged the necessity for opening collegiate classes, one of medicine the other

(c) *1812-45. Abortive schemes*—contd.

of engineering with a view to extending the scope of the institution. The Board also asked for the recruitment of head masters for the provincial schools on Rs. 250 per mensem preferably from England; and for sanction to the introduction of an educational test for all candidates for Government service. The Governor, the Marquis of Tweeddale, took the opportunity to review the condition of education in Madras in a lenghthy minute (64). The members of his Council did not entirely agree with the Governor; and as the proposals of the Board involved considerable expenditure, they were referred to the Court of Directors who rejected them in a despatch of August 1844 (65). But the Board continued to press for the sanction of their scheme with the result that in their letter No. 40, dated the 8th October, 1845, the Court of Directors negatived the whole scheme of establishing provincial schools and added that "the further development of the branch of the University now established should be the exclusive object of attention," of the Board.

On the promulgation of Lord Hardinge's Resolution in 1844 regarding the examination and selection of candidates for the public service the Government of Madras invited the University Board to submit proposals to give effect to the resolution. The views expressed by the Board in their proceedings of the 19th February, 1845 not being in accord with those of Government the latter appointed a new educational board called the Council of Education to organise and superintend the examination. Some of the functions of the University Board were transferred to this Council. The Council proposed the establishment of nine provincial schools in order to extend the benefit of the public examinations to mofassil candidates. The course of studies which the council proposed for these schools included instruction in the Bible. The scheme was however abandoned as it was disapproved of by the Court of Directors in their despatch No. 18, dated the 15th September, 1846 (67). In a subsequent despatch, dated the 9th June, 1847 (68) the Court recommended the dissolution of the Council and also communicated their views on Lord Hardinge's resolution.

(d) *Efforts of Sir Henry Pottinger.*

On the abolition of the Council of Education its duties again devolved upon the University Board. The Board was at this time (in

1848) much reduced in numbers and had for the past five years been involved in frequent controversies with the Government 'to whose proceedings and want of support it ascribed the ill success of the only institution under its charge.' The Court ot Directors had in their last despatch suggested the re-organisation of the Board and the enlargement of the sphere ot its operations. Accordingly Sir Henry Pottinger who had succeeded to the Governorship in April 1848 proposed the appointment of a new Council of some twenty members including those of the University with a member of Government as President. There was much diversity ot opinion between the Board and the members of the Governor's Council as to the soundness of the educational policy of Government in providing a liberal education for the higher classes to the neglect of the elementary education of the masses. In June 1851 Sir H. Pottinger recorded a long minute (68) reviewing the state of education in the Presidency and stating his opinions on the questions under discussion. Minutes (69 and 70) were also recorded by two members of the Governor's Council, Messrs. Elliot and Thomas. The controversy continued up to the end of 1852. Sir H. Pottinger had proposed the establishment of a normal school in connection with the University, of eight provincial schools in the mafassil, the adoption of a system of grant-in-aid, a lower standard of instruction in the schools, and the postponement of the opening of the collegiate department of the university until "the advancement of the scholars might be considered to justify it." The two members mentioned above held different views. The Governor therefore abandoned his plan ot constituting a Council of Education and reorganized the University Board in April 1852 by the addition ot thirteen new members. The new Board started well by submitting in July comprehensive proposals for the extension of education (71). How little had been accomplished hitherto is shewn by the fact that out of the annual educational grant of Rs. 50,000 the average expenditure had been only Rs. 26,000, so that a balance of over three lakhs had accumulated. The proposals of the Board led to the usual voluminous noting by the Governor, the Members of Council and the Board, during the course of which the President of the Board

(d) Efforts of Sir Henry Pottinger—contd.

(d) Efforts of Sir Henry Pottinger—contd.

and five of the old members resigned. It was not till June 1853 that the first Government school outside Madras was founded at Cuddalore, a second school being opened at Rajamundry in July 1855.

(e) Opening of the Presidency College. Position in 1855.

Meanwhile in February 1853 Government recorded the following decision about the central institution in Madras :—

(*xxxii*). "The Governor in Council will no longer withhold his sanction to the immediate promotion of a collegiate department in the Madras University in the manner proposed in the Board's letter of the 10th December, 1852, omitting till the orders of the Hon'ble Court are received the 4th Professor for Law and General Jurisprudence."

The following extract from the first report of the Director of Public Instruction for 1854-55 will give an idea of the extent of the educational operations of the Government of Madras up to the time when the Department of Education was created.

(*xxxiii*). "At the commencement therefore of the period comprised in this report with the exception of the sums expended in the Districts of Chingleput, North Arcot, Nellore and Tanjore and in the maintenance of those elementary schools in the hill tracts of Ganjam, to which I have already alluded, and which were not brought under the superintendence of the Board of Education, the operation of the Government in the Education Department were confined to the Collegiate institution under the designation of an University at Madras, and to the two provincial schools at Rajamundry and Cuddalore. During the past years these operations have been extended by the establishment of three additional provincial schools at the stations of Combaconum, Calicut and Bellary, and of two elementary vernacular schools at, and in the immediate neighbourhood of Cuddalore."

In the great educational despatch of 1854 the Court of Directors recorded the following observation regarding the progress of education in Madras.

(*xxxiv*). "In Madras where little has yet been done by Government to promote the education of the masses of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India and that the Presidency of Madras offers a fair field for the adoption of our scheme of

education in its entirety by founding Government Anglo-Vernacular institutions only where no such places of instruction at present exist, which might, by grants-in-aid and other assistance. adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Eliott in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras Presidency, where the Ryotwari settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge."

Documents relating to the above subject as well as the establishment of a University at Madras,* are reprinted in full (Nos. 61, 66, 67, 72 and 73).

(f) The grant-in-aid system.

In their Administration Report for 1855-56 the Government of Madras remarked as follows with reference to the allotment sanctioned by the Supreme Government for grants-in-aid.

(xxxv) "In the instructions sent to the Lieutenant-Governors of Bengal and Agra, the expenditure in grants-in-aid was limited to 5 per cent. on the Annual Educational expenditure of these Presidencies as it then stood. These instructions were obviously inapplicable to Madras, considering the comparatively limited amount of the existing educational funds, whether they were calculated at the rate of the last year's expenditure or at the rate for which formal sanction had been received. It was to be expected, moreover, that the applications for grants, in Madras, would, at first, at all events, be considerably more numerous than in other parts of India, for in this Presidency the educational operations of the Missionary societies had been most extensive, and the number of schools, maintained by them, considerably exceeded the aggregate of those in all other Presidencies put together."

Certain provisional rules relating to the sanction of grants were published in August 1855 and grants were first sanctioned for the year 1856-57. These provisional rules were found unsatisfactory and a revised set of rules (No. 74) was introduced in September 1856. But the enforcement of the new rules in the case of schools which were in receipt of grants under the former rules was postponed for a time.

After the receipt of the Educational Despatch of 7th April, 1859, the Government, under orders of the Supreme Government, called for

* The University was incorporated by Act No. XXVII of 1857 of the Legislative Council of India.

(f) The grant-in-aid system—contd.

the views of the Director on two important questions, (1) whether the imposition of an educational rate was desirable and (2) whether there were really, as it was alleged, objections on the part of the Native community to the system of granting Government aid to schools conducted by missionaries. The Director in a lengthy report dated the 24th September, 1859 recorded his opinion that the levying of a rate was necessary and that there was no objection on the part of the people of the country to grants being paid to mission schools (75).

(61) *Minute by Lord Elphinstone, dated the 12th December, 1839.*

(61) Lord Elphinstone's Minute, 1839.

No part of our Indian policy exhibits a greater improvement and is more honourable to our rule than the attention which has of late years been paid to the subject of the education of the people.

Undeterred by the narrow considerations of jealousy and distrust, and by the influence still more difficult to be overcome of that prejudice which depreciates the native character, while it adopts one of its worst features and induces a self-complacent contemplation of European superiority and a contemptuous apathy to the advancement of the millions by whom we are surrounded, our countrymen have understood the great duty which has devolved upon them, and the Government of British India has not shrunk from taking its part in the task. As long ago as 1780 the first institution founded by the British Government for the education of native youth was established by Mr. Warren Hastings; his example was followed by subsequent Governors General, but, the subject not being properly understood, little advantage was for a long period derived from these attempts. Of late years, however, it has attracted the particular attention of some of the most capable individuals in the country, who, profiting by the experience of the past, have extracted from the imperfect materials before them much useful information. Reasoning from which, and from other contemporary evidence, they have been enabled to lay down upon broad and comprehensive principles, the ground work upon which any system of education to be generally useful must be founded.

It is, I know, a matter of regret and of reproach to Madras, that, while so much has been done at the other Presidencies, so little has been effected here, but I believe that, if we now thankfully avail ourselves of their experience, we shall keep clear of many difficulties with which they have had to contend; and

indeed I hope that we shall be able by exertion and perseverance to gain our proper position, and to compete in the race with our neighbours. (61) *Lord Elphinstone's Minute, 1839* —contd.

The subject has long forced itself upon my attention, and I should ere this have brought it to the notice of the Board, if I had not felt a difficulty in finding that my views were incompatible with the recommendations of the Committee of gentlemen who had been appointed to report upon the subject previous to my arrival in this country.

This made me pause, and I have endeavoured by conversation and correspondence with those whom I thought best able to assist me, and by such other means as lay in my power, to make myself better acquainted with the subject. The result has been to confirm me in my first opinion, and I have only to regret the delay which has been occasioned by this circumstance, and by the pressure of other business.

I need not go back to the history of the attempts which have been made in this Presidency to introduce a general system of education. Sir Thomas Munro has reviewed the state of education up to his time in his minute of December 1825, and the Minutes of Consultation of the 18th May, 1836, succinctly trace all that has been done since that period.

These endeavours having produced nothing but disappointment, were then ordered to be discontinued ; a new direction was to be given to our efforts, and the plan which has been found to succeed in Bengal and Bombay was to be introduced, with such modifications as local circumstances might require at Madras. To suggest the best mode of carrying this resolution into effect a Committee was appointed, and here I must confess, in my humble opinion, was an error ; for with the views of the General Committee at Calcutta, and of the Supreme Government in our hands, which, founded on experience contain every thing requisite at the outset of our undertaking, I conceive that the initiative ought to have been taken by this Government, who might have proceeded at once to lay down the principles upon which the new system was to be based, the objects chiefly to be kept in sight, and the general outline of the plan.

The principal points urged upon our attention by the Supreme Government and the General Committee are :—

First.—The discontinuance of the system of frittering away the sums allowed for educational purposes, upon mere elementary schools and upon eleemosynary scholars.

(61) Lord Elphinstone's Minute, 1839 —contd.

Second.—The establishment of a collegiate institution at the Presidency upon the plan of the Hindoo college at Calcutta.

Third.—The encouragement of native co-operation and confidence, by joining the most influential and respectable natives with Europeans in the management of the institution.

It appears to me that all these essential points have been more or less overlooked by the Committee appointed on the 18th of May, 1836. Their attention appears to have been almost entirely confined to one point, *viz.*, the establishment of a Normal school or class to obtain which they propose to begin with endowing four elementary schools in different parts of Madras, these to compete with the schools already established by private subscription, and which are either exclusively for Christian children of various denominations, or else intended for the propagation of religious doctrine the Normal class to be ingrafted on the best school, whether it be one of the four supported by Government or not.

It is plain that this proposition falls far short of the views of the Supreme Government and of the recommendations of the General Committee, if indeed it is not directly opposed to them.

The latter doubt the advantage of even two English seminaries at Madras, and advocate a single collegiate institution as the best means of affording facilities of liberal education to the community, and of supplying properly qualified native masters for other schools. But there are other objections to the plan proposed by the Madras Committee.

The manifest expediency and necessity of carrying the influential portion of the natives along with them, seems to have been entirely overlooked. Although permitted to associate with themselves any natives whose co-operation might be deemed useful or desirable, they do not appear to have done so in a single instance. The same disregard of native opinion is apparent in the recommendation to ingraft the Normal class indifferently upon a missionary or a Government school, thus confounding and blending as it must appear in their eyes, the object of both. Neither does it appear to me the least objectionable part of this proposition that the Normal class may thus become a part of an institution which is not only removed from the control of Government, or of any regularly constituted Board or Committee for the superintendence of Public Education, but subject possibly, to influences most distasteful to the natives generally, and which might be fatal to the very object sought.

It is not to be expected that we should have the cordial co-operation of the natives of influence and respectablity in such a plan as this, and it will not be denied that the success of any plan of national education must in a great measure depend upon such co-operation. *(61) Lord Elphinstone's Minute, 1839* —contd.

These are my principal objections to the suggestions of the Madras Committee. On the other hand, when I turn to the recommendation of the General Committee at Calcutta, and the letter of the Supreme Government, I find that my opinions are perfectly in accordance with them.

I consider myself, therefore, justified in making them the basis of the plan which I now intended to propose. If it is objected to that this plan is too large, I answer that it has been purposely traced on an extended scale; that by so doing, I hope to stimulate the exertions of the natives, and thus to raise their views to a level with these designs. In the meantime one portion of the scheme which I trust to see carried into immediate effect, is not beyond their immediate requirements; as far as it goes it is complete within itself, while hereafter it is intended to stand in the same relative position towards the other portion, the college, as its namesake the High School of Edinburgh does towards the college of that city, or as the great public schools in England occupy with respect to the Universities.

But if I have ventured thus to claim an affinity for this part of my plan to great and venerable institutions, let it not be supposed that, I have been led away by any fanciful analogy, or by the mere desire of imitation. In every scheme of education which includes the higher branches of study, there must be a separate provision for this purpose, but while a division of educational institutions is necessary, it is highly desirable that the importance of their connexion should not be lost sight of.

Some remarks upon this point by Dr. Wilson of the General Assembly's Mission at Bombay, appear to me so just that I shall not scruple to transcribe them. "The connexion," he says, "between the school and college division of our institution is most intimate, for they are both taught under the same roof; and are placed under the same superintendence. This connexion I shall ever seek to maintain. It is of the greatest importance that those who have lately commenced their studies, should see the actual progress of their seniors, that they may be excited to tread in their footsteps, and it is of no less importance in the present state of native society, that the advanced pupils should be excited to diligence, by seeing a gradual, if not rapid approach to their position, by multitudes of

(*61*) *Lord Elphinstone's Minute, 1839* —contd.

whom at one time they have had a considerable start. Loud complaints are made respecting the pride and pedantry of many of the natives partially educated, and the indolence into which they sink before their youth can be said to have passed away, and which strongly contrasts with their former ardour and zeal."

"This is owing to their being constituted gentlemen at large, and scholars at will, without any public sympathy, such as is found in Europe, to press them forward, and any bright examples wooing them to advance. The remedy, I am of opinion, will be found in some such arrangements as we have made, and which I would earnestly recommend to the conductors of all the educational institutions in India, and to the Government itself."

"For the higher department of our institution, we are not entirely dependent on our own school. We have been able to draw materials for it from every similar seminary in this place, and particularly from the schools of the best private teachers. Some of our pupils come from a great distance, and we are most happy to receive them on this very account, that they will prove, when properly trained and instructed, the most effective agents in the illumination of their native districts when they return to them."

I doubt not that similar results may be expected from a similar system at Madras.

It now remains for me to give the outline of the plan which I propose, and which I have embodied in the following resolutions which I trust will be adopted by the Board.

1st.—That it is expedient that a central collegiate institution or University should be established at Madras.

2nd.—The Madras University to consist of two principal departments, a college for the higher branches of literature, philosophy and science, and a high school for the cultivation of English literature and of the vernacular languages of India, and the elementary departments of philosophy and science.

3rd.—The governing body to be denominated the President and Governors.

4th.—The college department to be placed under a Principal and Professors. The high school under a Head master and tutors.

5th.—Members of all creeds and sects shall be admissible, consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.

(61) Lord Elphinstone's Minute, 1839—contd.

6th.—It shall form no part of the design of this institution to inculcate doctrines of religious faith, or to supply books with any such view.

7th.—No pupils shall be admissible in any department but such as are able to read and write the English language intelligibly.

8th.—Pupils shall pay according to such rates as may be hereafter established by the President and Governors.

9th.—Should any sums be hereafter bestowed upon the institution for the purpose of endowing scholarships in the high school or studentships in the college, the students and scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.

10th.—The first President and Governors shall be appointed by the Governor in Council. There shall be 14 Governors, 7 of whom shall be Native Hindoos or Musselmans, besides the President. The appointment of the President and 6 of the Governors shall rest permanently with the Governor in Council.

11th.—Vacancies shall be effected by any continued absence from the limits of Madras for the space of two years, or by departure for England or for any permanent residence in any other Presidency or by resignation addressed to the Secretary, or by removal under order of the Governor in Council.

12th.—Every donor to the amount of 5,000 rupees shall if, and while, resident within the limits of Madras, become a life Governor, and if not resident in Madras, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so becoming life Governors, the Governor in Council may appoint a Governor who is not a native, in case such life Governor or his appointee be a native, and the remaining Governors may elect a native Governor in case such life Governor or his appointee be not a native.

13th.—The President and Governors shall frame general rules for conducting the current affairs of the institution, and they shall meet not less than once per month, five forming a quorum.

(61) Lord Elphinstone's Minute, 1839
—contd.

14th.—In all questions to be decided by vote, the president shall have a casting vote.

15th.—The first business to be done at all meetings when the President shall happen to be absent, shall be to appoint a Chairman who shall possess a casting vote.

16th.—All rules and regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.

17th.—The Governor in Council shall have power to remove not only any President or Governor, but also all persons holding any office or appointment whatever in the institution. The President and Governors shall have power to remove all persons holding any office or appointment under them in the institutions.

18th.—In case the Governor in Council shall hereafter appoint any Board of Public Instruction, the members thereof shall be visitors of this institution, and shall have power to call for all papers and information. They shall also elect the eight Governors who are not nominated by the Governor in Council.

19th.—The President and Governors shall make one annual report to be furnished to the Governor in Council, or to the Board of Public Instruction, as the Governor in Council shall direct, which report shall contain an account of receipts and disbursements, a list of donors and subscribers, and a general statement of their proceedings and of the progress of the institution.

I have alluded in these regulations to a Board of Public Instruction hereafter to be appointed. I have already partly given my reasons for not recommending the immediate formation of this body. It appears to me that at the outset of an undertaking of this nature it is desirable that it should be under the immediate care of Government. As the system developes itself and a greater degree of superintendence is required, the intervention of an agency of this kind will become expedient, if not indispensable. Its objects should not be confined to the parent institution which it is now intended to establish but should embrace all the affiliated colleges and schools which it is hoped may arise in different parts of the country.

To this body also may be entrusted the distribution, subject to the control of Government, of the sum allotted by the Court of Directors for the furtherance of native education.

(61) Lord Elphinstone's Minute, 1839 —concld.

Notwithstanding the resolution of May 1836, a portion of this sum is still expended on strictly local purposes, which, however laudable in themselves, cannot be rightly considered those to which it ought to be appropriated.

The recent decision of the Supreme Government on our application in favour of the proposed Presbyterian school at the Presidency, although founded upon an erroneous supposition that this Government intended that the building should be a charge against the fund set apart for national education, fully corroborates the view which I have taken of the intention of the Legislature and the Court in regard to this sum. But although I am decidedly of opinion that these grants should be discontinued, and the whole fund reserved for purposes strictly national, I do not mean to propose that they should be at once abandoned. I am happy to say that the surplus now in hand is amply sufficient to enable us to commence upon that part of the scheme which I have already stated is all that I contemplate as immediately practicable, *viz.*, the high school.

The correspondence of the President and Governors with the Government will be carried on in the Public Department, and I shall shortly have the honor of proposing the appointment of a Secretary to the institution.

(Signed) ELPHINSTONE.

(62) *Extract from a Minute by Lord Elphinstone, dated the 12th February, 1841.*

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(62) Lord Elphinstone's Minute, 1841

I now come to the subject of the extension of the system of education supported by Government in the provinces, and though I have strongly advocated the policy of directing our exertions in the first instance to the enlightenment of the upper classes, yet to use the words of the Governor General, "it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period," still less do I think that we shall have done enough, even at the present stage of our proceedings, if we content ourselves with establishing the central institution at Madras.

(62) Lord Elphinstone's Minute, 1841 —contd.

According to the plan which has been traced by the Govern or General, the first step in extending our operations should be the formation, at some of the principal towns in the interior of superior schools, which eventually might be raised into colleges, each the centre of a circle of Zillah schools, as the Madras University would be the centre of the Provincial colleges and of the whole system of education throughout the Presidency ;—thus the link of connection between the Zillah schools and the University would be obtained, and if a few fellowships were endowed at the University, to be competed for by the most advanced students at the Provincial colleges, the same emulation might be created among them, which is anticipated by the Governor General from the foundation of pecuniary scholarships at the latter for the most promising pupils of the Zillah seminaries.

In these superior Provincial schools, the English language would be the proper medium of instruction, and if at the outset it should be found impracticable to make an acquaintance with it an indispensable qualification for admission, this must be declared to be only a temporary relaxation of what is hereafter to be an invariable rule. Even in the Zillah schools the Governor General leans to the adoption of the English language.

Eventually, when education is more widely disseminated, when schools shall have been established almost in every tallook, this would doubtless have the effect of diffusing European knowledge, and of preparing a greater number of young men for the Provincial colleges. Meanwhile the importance of the vernacular languages must not be overlooked. Of these there are a great many in use in the Madras Presidency, and not less than four which are very extensively spoken, namely Tamil, Teloogoo, Malayalum and Canarese ; and although I am of opinion that in the Provincial colleges, instruction should be given hereafter solely through the medium of the English language, yet at the first establishment of these seminaries it may not be possible to insist upon this condition, and even after it shall have been enforced, it may be found on many accounts convenient, to the English masters no less than to the scholars, that they should be so placed as to be resorted to by boys for the most part speaking the same language. I would therefore recommend the establishment of four of these superior schools in the first instance, which might be located at Trichinopoly, Masulipatam, Bellary and Calicut for the benefit of the Tamil, Teloogoo, Canarese and Malayalum districts respectively.

(Signed) ELPHINSTONE.

(63) *Extract from a Despatch, dated the 30th December, 1842, from the Court of Directors.*

"The general proposition that schools established by Government should be of a superior order to those already existing and that they will be usefully connected with a central school or college at the Presidency, have our ready concurrence, and we have every reason to conclude that the situations indicated are amongst the most elegible that could be chosen. It appears to us that you have not yet formed any precise views as to the plan and objects of the establishments you propose to found, and we are therefore unable to appreciate the advantages to be expected from them. In the Minute of your president it is observed that although in the provincial schools instruction should be given hereafter solely through the medium of the English language, yet at the first establishment of these seminaries it may not be possible to insist upon these conditions. We are therefore to understand that instruction is first to be given in the dialect of the country, but how this is to prepare the way for instruction in English, we are at a loss to comprehend. We entertain no doubt however of the desirableness of giving superior instruction in one or more of the native languages in use under the Madras Presidency at the Provincial Schools concurrently with English and we therefore direct that such instruction be adequately provided or in any plan for the establishment of the proposed seminaries."

(63) Despatch dated 3-12-1842.

"We entirely agree in the view taken by the President that the object of the Government should be elevation of the standard of education and the instruction of those classes which can spare time sufficient to acquire more than a mere rudimental learning rather than the multiplication of mere elementary schools. We do not think however that the latter should be wholly abandoned and the judicious arrangement of village schools may also be comprehended in the arrangement adpoted for the improvement of native education. The cost of the four provincial schools cannot at first add materially to the outlay for educational purposes, but we think it will be prudent, before giving them any extension, to mature the organization of the Madras high school, none of the details of which, beyond the appointment of a teacher obtained from England, are yet before us. When this institution is fully in action it will be time enough to extend its ramifications into the provinces, and the nature of the connection to be formed between them will be more distinctly perceived and more efficiently established."

(64) Extracts from a minute by the Marquess of Tweeddale, Governor of Madras, dated the 28th August, 1843.

(64) Minute by the Marquess of Tweeddale, 1843.

In a letter addressed to Government, by the President of the Board of Directors of the Madras University in which he calls its attention to the present condition and future prospects of that institution we are informed that the number of scholars are diminishing in an alarming degree, and that the most advanced pupils have prematurely abandoned their further education at the University at the very time when their stay would have been most beneficial to themselves, and conducive to the principal object of the institution.

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The President has informed Government in plain terms, that a new effort must be made to enable the Madras University to carry into execution the views of the Honorable Court, under the fundamental rules and regulations, submitted by this Government for its consideration, and which in consequence of its approval have become the declared principle, by which the University has since its establishment been guided.

It is no doubt the duty of Government to give a measure of such vast importance, and of such deep interest to the native community, a fair trial particularly as it received to a certain extent the sanction of the Honourable Court.

The proposition now before Government does not in my opinion establish any true principle upon which Government can shew to the Honourable Court a reasonable expectation of renewed life to the University. The cause of the failure is not because a large and substantial building has not been erected; there is now ample room for the number of students, nay, more than necessary.

The University was established under the supposition that the opulent natives were in favour of such an establishment for the education of their children, and this belief was assumed by the Government to be correct, by their coming forward in so large a body and expressing themselves in such independent terms as to leave no room for doubt, that they were prepared, not only to have their children educated, but that they would give their liberal pecuniary support. They have done neither the one thing nor the other; they have not given pecuniary aid; and to a great extent have removed their sons from the two senior classes of the University.

This result will no doubt surprise and disappoint the Honourable Court.

The position of the Madras University requires every consideration of Government. It has to deal with a subject in which the Honourable Court takes the deepest interest, and feels the greatest solicitude.

Under ordinary circumstances of difficulty in perfecting the working of a new institution, the interference of a local Government might be useful, even necessary. Here however the University has been under the guidance of the Board of Directors during a period of nearly three years, and the educational management under the masters appointed for teaching the different branches of learning, and all governed by the fundamental rules and regulations of the institution. A non-interference on the part of Government appears to me to have been the most effectual manner of testing the principles on which the Madras University is based.

(64) Minute by the Marquess of Tweeddale, 1843— contd.

The President of the Board of Directors has now laid before Government, the most unfavourable report of the actual position and future prospects of the University. He says "with a view to any remedy which it may possibly be within the power of Government to afford." He further observes, "We look with anxiety to a reply from the Honourable Court of Directors to the reference which we have learnt from Government has been made upon the propositions detailed in our Secretary's letter of 15th September last of forming the two collegiate classes of Medicine and Civil Engineering and of carrying into effect the *test rules*, and we are not without hopes that, should those propositions be favourably entertained by Honourable Court the Board may, by vigorous exertions restore the prosperity of the institution."

These views appear to me to be fallacious. A sound and practical system of education must be established and received by the natives, before we can hope for any good in establishing a college for the higher branches, and it is not easy to see on what grounds the President and Governors can hope to form classes of Medicine, and Civil Engineering when the most prominent youths have already left the institution.

An additional remedy pointed out by the President for advancing the interests of the institution, and to which he attaches much importance, is to be found in the effect that will be produced in establishing confidence, and giving it stability and popularity by Government selecting a site for the University, and at the earliest period by its commencing the erection of a suitable building.

Another proposition is that Government scholarships should be founded from a portion of the funds saved from the abolition of the preparatory school. The other is that the Board should receive the sanction of Government, to engage a second teacher at Rupees 350 per mensem.

The impression made on my mind in regard to the University from the foregoing information which I have acquired from the records is —1st, that the natives

(64) Minute by the Marquess of Tweeddale, 1843—contd.

at large were expected to give encouragement to the University, by sending their children to take advantage of the institution, 2nd, that they would support it by affording, according to promise, in their petition dated 11th November, 1839, their pecuniary aid.

In both of these expectations, Government have been disappointed, and the Honourable Court will be deceived.

> *Third.*—They have removed many of their sons from the two higher classes, from which source the Honourable Court expected to be able to find natives possessed of qualifications to fulfil their liberal views, of raising up a native class of well informed and well disciplined minds, for Judicial and other high Civil offices under Government. This in fact is "its ultimate aim."

I conceive from the statement made by the President that the principles on which the University was established, have failed to effect the object that Government had in view. His remedies are to be found in the measures referred by Government for the consideration of the Honourable Court.

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The question now before Government appears to me to be, has such a vital change taken place in the University, so as to effect the principle on whcih the Honourable Court gave its sanction for its first establishment ? My opinion is that such has occurred.

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Feeling as I do the great importance of this subject, which must in a great measure, qualify the natives of this Presidency for filling the high situations, Revenue and Judicial, which it is the great ambition of the Honourable Court to see them fill, I would therefore most anxiously desire to be possessed of the opinions of the members of Government on this very important question."

(Signed) TWEEDDALE.

(65) *Despatch from the Court of Directors, dated 28th August, 1844, to Madras.*

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(65) Despatch, dated 28-8-1844.

Answer to letter dated 16th February, No. 3, of 1844. Subject of letter namely, reply to Court's despatch, dated 18th October, No. 20, of 1843.

Your letter of this date brings under our notice considerations of some importance relating to the condition and prospects of the institutions which you have established at Madras for the advancement of native education. (65) *Despatch, dated 28-8-1844*—contd.

The preparatory school which you have founded having ceased to be necessary in consequence of the formation of a school of the same class, with funds derivable from the bequest of Patcheapah Moodeliar, you have very properly directed its discontinuance.

The Governors of the superior or University school thereupon sumbitted to you a proposition to apply two-thirds of the cost saved by the abolition of the preparatory school to the endowment of 24 Government scholarships in the University school; but as you considered the arrangement inconsistent with the views of the Government of India, as communicated to you in the letter of the 25th July, 1835, you had suspended your compliance with the proposal until you had referred the question to the Supreme Government. You will no doubt have been apprized that the endowment of scholarships has been subsequently resumed in Bengal, and that no objections exist to your pursuing a similar practice. It appears to us that the endowment of scholarships to a limited extent and upon the principles which have been laid down in Bengal, is indispensable for the success of the superior Government school at your Presidency.

You have requested also our instructions regarding the expediency of erecting a suitable building with apartments for the head master, for the accommodation of the institution, as urged by the Governors, not only on the grounds of convenience, but because they think that the commencement of the work will have a powerful effect in attracting public confidence and giving stability and popularity to the establishment. A building erected for the use of the school will no doubt be more convenient, and will bear a more public character than any accommodations held at a monthly rent, but it is desirable that you should be fully satisfied as to the probable permanence of the institution before you incur the expenditure neces ary to erect suitable buildings. Your President observes in his Minute of the 28th August, 1843, "The proposition now before Government does not, in my opinion, establish any true principle upon which Government can shew to the Honourable Court a reasonable expectation of renewed life to the University. The cause of the failure is not because a large and substantial building has not been erected, there is now ample room for the number of students, nay, more than necessary," and he states that the President of the institution, has now laid before the

(65) Despatch, dated 28-8-1844— contd.

Government the most unfavourable report of the actual position and future prospects of the University."

You have referred to us also for a decision with regard to the higher salary proposed for the masters of the four Provincial schools, *viz.*, 250 rupees per month. The Governors of the Madras University not having been able to engage the services of competent persons at the salary of rupees 100 per month, as originally proposed; they therefore suggest that the larger salary be granted, and that masters be obtained either from the other Presidencies or from England.

.... At Bombay and in Bengal the continued promotion of education through a number of years has reared, and is rearing, at the Presidencies a class of school masters who can safely and profitably be sent into the provinces. The want of such a nursery at Madras has been felt the moment that schoolmasters are applied for; but it is there only that fit masters for the Madras provinces can be provided. We therefore think it will be better to delay the formation of the Provincial schools until competent teachers can be procured at Madras, on the enhanced allowance, if necessary. If four such masters cannot be met with at once, it will be advisable to begin with a smaller number, but we much doubt the expediency of applying either to England or to Bengal for masters who are to lay the foundation of village schools under the Presidency of Fort St. George. Possibly some assistance might be furnished from Bombay.

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From a subsequent letter from the Governors of the University school dated June 1843, we regret to find an unfavourable view is taken by them of the condition and prospects of the school; the numbers having declined, the senior students having quitted, while their proficiency was yet imperfect, and their place having been supplied by students whose objects were confined to a much lower scale of acquirement. The number of scholars paying the monthly charge of 4 rupees was only 87.

12. Under these circumstances the Governors applied to you for any remedy which it might be in your power to afford, stating at the same time their own expectations of great advantage from the adoption of the measures already submitted for our approbation, *viz.*, the establishment of a Medical college, of a college of Civil Engineering and of educational tests for the public service. You will have received our sentiments on this subject, and the present statement confirms the accuracy of our opinion. It is manifestly premature to found colleges for scientific

and professional objects, or to establish tests for public employment, while the means which are provided for the indispensable preliminary instruction are so imperfect, and so little resorted to by those for whose benefit they are intended. We must repeat our injunctions to you to direct the Governors to confine their attention to the fuller development of the establishment over which they already preside. *(65) Despatch, dated 28-8-1844—concld.*

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With regard to the second source of attraction, the countenance of the Government, we fully appreciate the great anxiety manifested by you for the success of the high school, but we are of opinion that it would tend materially to elevate the credit and respectability of the institution, if the prizes which may be awarded at the public examination were presented to the successful candidates by the Governor of Fort Saint George himself, and that on such occasion the attendance of respectable natives were extensively permitted and encouraged. No measures have been found more efficacious in securing popularity to the native college of Calcutta, than the countenance which it has received in this manner from the successive heads of the Government of Bengal.

(Signed) JOHN SHEPHERD,

&c., &c.

LONDON.

The 28th August, 1844.

(66) *Despatch from the Court of Directors, dated 15th September, 1846.*

Proposed formation of Provincial schools for general education in English and the native languages.

You forward to us a letter from the officiating Secretary of the Council of Education, in which it is proposed to establish at once nine Provincial schools for a useful course of instruction in English and in one or other of the vernacular languages. *(66) Despatch, dated 15-9-1846.*

(66) Despatch, dated 15-9-1846—contd.

Extract from the Minutes of Consultation dated 12th May, 1847.

Ordered with reference to extract from Minutes of Consultation No. 841, dated 14th September, 1846, that this despatch be communicated to the Council of Education, and their attention directed to the remarks of the Honorable Court in para 3. They will report their views for submission to the Honorable Court.

The formation of schools for instruction in the English language in the Provinces of your Presidency has been already sanctioned by us on such a scale as we have though likely to be practicable. The extensive plan proposed by the Council of Education is not accompanied by any statement of the means by which it can be accomplished. The difficulty, if not the impossibility, of immediately procuring competent masters, has induced you to limit the number of the proposed schools to six, but you have not informed us from what source the expense, even of this number, is to be defrayed. According to the estimate of the Council, the expense of each school is to be from seven to eight hundred rupees per month, and the cost of six schools will therefore be rupees 4,800 per month or rupees 57,600 per annum. Before therefore we can entertain this proposition, it will be necessary to consider how far the funds available for the objects of education can provide for this addition to the amount of expenditure already incurred, and for that purpose we desire to be furnished within an account shewing the appropriation of the grant of rupees 50,000 which we sanctioned in our despatch of 16th April, 1828, from the period of might be furnished the Madras University to the latest period. With regard to y [illegible] quently informed you that we should rather see the working of the scheme in one or two well chosen situations than the multiplication of establishments, for the efficiency of which the means might prove on enquiry to be deficient.

We also observe that the difficulty to which you advert of procuring teachers for the projected schools does not appear, so far as we can judge from your communication, to be sought to be remedied by any proposition for the establishment of a proper course of instruction for such as can be induced to devote themselves to such duty, without which we apprehend it will require much time to procure such a class of instructors as shall be qualified to conduct with any prospect of advantage the intended schools.

The Council of Education propose that the Bible be included in the studies of the English classes, attendance on the Bible class being left optional : you have suggested in qualification of this proposal, that there shall be two separate English classes, from one of which the Bible shall be excluded, and that it shall be left optional to the students to attend either class. You have thought it right, however,

before sanctioning either of them, to solicit our instructions as to the desirableness of the measures, not only in regard to the Provincial institutions but as to its application to the University. *(66) Despatch, dated 4-12 1846—concld.*

The Provincial schools and the Madras University are intended for the especial instruction of the Hindoos and Mahomedans in the English language and the sciences of Europe. We cannot consider it either expedient or prudent to introduce any branch of study which can in any way interfere with the religious feelings and opinions of the people. All such tendency has been carefully avoided at both the other Presidencies where native education has been successfully prosecuted. We direct you therefore to refrain from any departure from the practice hitherto pursued.

We are,
Your loving friends,
(Signed) J. W. HOGG,
,, H. S. G. TUCKER,
etc., etc.

(67) Despatch from the Court of Directors, dated the 9th June, 1847.

OUR GOVERNOR IN COUNCIL AT FORT SAINT GEORGE.

NATIVE EDUCATION.

Answer to letter dated 7th October (No. 23) 1845.

In reply to this letter we do not think it necessary to enter into any detail with respect to the discussion which arose at your Presidency in consequence of the resolution of the Supreme Government of the 10th October, 1844. *(67) Despatch, dated 9-6-1947.*

For our opinions with regard to the qualifications which should generally be required of candidates for public employment, we refer you to the accompanying copy of a despatch addressed to the Government of Bengal, and we direct that as far as may be practicable you conform to the tenor of those instructions.

Dated 24th February (No. 6) 1847.

In connection with the subject of native education you have thought it necessary to appoint a new Council consisting of a number of our most respectable Civil and Military servants. We have no doubt of their ability and zeal, any more than

(67) Despatch, dated 9-6-1847—contd.

we have of the laudable motives which prompted this arrangement, and indeed the whole of your proceeding in this matter, but it does not appear to us that their services are needed. You have already a Council or Board for the superintendence of the Madras University, the only educational institution immediately connected with Government. The new Council therefore is not required for the conduct of that establishment, and there is no other duty to occupy their time or call for their supervision. You do not propose to employ the members of the Council as examiners of the candidates for public employment, and we are at a loss therefore to comprehend what they will have to do. So complex a machinery is more likely to embarrass than advance the progress of education. All that seems to us to be necessary is to strengthen the University Board, and if expedient, to enlarge the sphere of its operations. In Bengal the colleges and schools were managed, not by bodies separate from the General Committee or Council, but by special Sub-Committees chosen from the general body, by which means the great advantage was secured of unity of design and action. With separate and independent Boards for a similar object difference of opinion can scarely fail to arise, which will only serve to arrest progress and create perplexity. We therefore think it will be advisable that you should reduce the numbers of the proposed Council to such a limit as will admit of its amalgamation with the University Board, to the members of which, as part of the general body, may be delegated the superintendence of the high school or University, in the discharge of which duty although we may have had reason to think that the plans of the Board were sometimes precipitate, we have always recognized genuine and disinterested zeal, commendable diligence and unquestionable ability.

You have submitted for our consideration the question of paid Examiners. Upon this we may remark that during the many years which the educational establishments of Calcutta and Bombay have been in operation, it has not been found necessary to pay the Examiners. Members of the society, or the officers of the establishments themselves, have willingly discharged the duty without requiring remuneration. We cannot therefore adopt a different rule for Madras.

We are,

Your loving friends,

(Signed) H. S. G. TUCKER,

„ J. L. LUSHINGTON,

etc., etc.

LONDON,

The 9th June, 1847.

(68) *Extract from a minute by Sir Henry Pottinger, dated the 6th June, 1851.*

The subject of the extension of native education within this Presidency is one on which I have at intervals bestowed a considerable portion of time and attention since I have been at Madras, but owing to the somewhat peculiar position in which I found that question on my arrival, combined with the necessity for making myself acquainted with the very voluminous mass of papers that are on record connected with it, great delays have unavoidably occurred; and I have likewise felt very much puzzled as to the best means to propose for giving a fresh impetus and new life to this important project, without setting aside, or materially interfering with former arrangements. *(68) Minute by Sir H. Pottinger, 1851.*

I now proceed to lay before my Honourable Colleagues the conclusions at which I have arrived, after much deliberation, and it will be satisfactory to me in an enhanced degree should they correspond with their views and obtain their concurrence and support, because I am obliged honestly to confess that the whole matter has proved to me one of much perplexity, and that even now I am quite unable to account for the comparatively speaking little progress which that most liberally conducted institution—the Madras University—has hitherto made amongst those classes for whose benefit it was first opened now just ten years ago.

I have been told, and have likewise found it stated in writing amongst the papers I have read, that the failure has arisen from the lukewarmness regarding, if not actual opposition of Government to, measures that have from time to time been proposed; but I must distinctly declare that I have discovered no reason in the course of my detailed and laborious examination of the reports and correspondence, from the first hour of the existence of the institution to the present moment, to lead me to adopt such an opinion; and I unhesitatingly avow my personal conviction, that its non-advancement is not to be ascribed to any such cause. That it has not progressed, however, as might have been (and was at the outset) anticipated, is self-evident from the Annual Reports; and as a further evidence of this fact, I may observe that I have lately taken the trouble of contrasting the number of pupils at the Madras University and high school with the returns of those at various similar institutions in Bengal, Bombay, and the North-Western Provinces, and in comparison with every one of them I find that Madras falls much behindhand as to numbers; and also, so far as I can judge, in general proficiency, though a few of the scholars at our University appear to have attained an equal, or per-

(68) Minute by Sir H. Pottinger, 1851—contd.

haps I may say, a higher grade of learning. On the whole, however, the comparison is by no means encouraging.

I have deemed it to be a primary object in the plans I have in view, to remodel a Council of Education at this Presidency, composed of Members who, I have sanguine hopes, will, by their influence and example, instil a better feeling as to education than has hitherto been evinced, into the minds of those classes of the Natives for whose special advantage the Madras University was originally instituted. The Hon'ble Mr. Eliott has zealously and kindly consented at my request to become President of the new Council of Education, and I am confident that if success in this good cause is attainable, it will be ensured under his guidance, with the assistance of the different gentlemen (European and Native) who have agreed at my solicitation to take on themselves the labor and trouble of acting as his coadjutors.

So soon as proper school masters can be procured, I hope to see Provincial schools established at some of the large towns in the interior. Those which have occurred to me are—

1. Trichinopoly	4. Cannanore
2. Masulipatam	5. Vizagapatam
3. Bellary	6. Combaconum

and one or two others; but the selection had better rest with the Council of Education, whose acquired information and local experience and knowledge will best qualify them for deciding on this point. The number of Provincial schools will need at all times to be limited by the amount of the disposable educational funds of the Madras Presidency after providing for the expenses of the University and high school, but I think we may safely reckon on eight; and should the people at large evince a desire to have the benefits of schools extended from the towns selected to their larger villages, I am sure that Government will do all that lies in their power to grant them that object. On this point I beg to call attention to a recent Notification (A) issued by the Government of Bombay on the subject of vernacular schools within that Presidency, and which Notification precisely tallies with my own views on the topics which it embraces. I would recommend that the attention of the Council of Education be directed to that Notification, and it seems to me that its promulgation hereafter will form a good test of the disposition of the mass of the population of the Madras territory to avail itself of the boon held forth in it.

I would recommend, as a primary object to be aimed at, the formation of a Normal school at the Presidency exclusively for bringing up well qualified school masters to be employed in the Provincial and other seminaries. Those intended for the Provincial schools ought to have a good knowledge of English, and also a

perfect acquaintance with the vernacular language, or dialect, of the districts in which they are to be stationed. I myself esteem a critical acquisition of the latter to be a *sine qua non* to their efficiency, and my earnest advice would be, that no man should be entrusted with the superintendence and charge of a Provincial school until he had proved, by test and examination, that he will be completely able to teach others in the language of the province to which he is to be sent. (68) *Minute by Sir H. Pottinger, 1851*—contd.

After much reflection, and careful reference to the educational reports of all parts of India, including both Government and private schools, I have come to the conclusion, that in the Provincial schools useful knowledge and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning and science, or introducing as a necessary ingredient the acquirement of refined literature. An education such as I refer to may doubtless be, with great advantage, partly taught through the medium of English books, adapted to that purpose ; but my own firm persuasion is, from past personal experience, as well as from inquiry and reading the reports to which I have adverted above, that good and careful translations from English into the vernacular dialects must, after all, be the chief channel of instruction, and of the communication of knowledge to the great body of the population of Southern India.

I am aware that there are some (perhaps I might say many) learned and distinguished individuals, for whose judgment I feel a very high respect, who entertain an opposite idea, and who hold that English alone is the proper and all sufficient instrument for the desired end ; but I must in that respect decidedly express my dissent, because my belief is, that an education solely attained through English, instead of fitting a native of India for general worldly intercourse with his fellowmen, or being likely to render him a good and valuable member of the community, and an efficient servant of the State, should his fortune lead to his being so employed, has directly a reverse tendency. I would therefore, so far as it rested with me, invariably give the preference, as regards the selection of candidates for Government employ, to men well versed in the vernacular, beyond those who were wanting in that vital acquirement, though greater proficients in English, but a happy combination of both is obviously highly desirable, and my earnest trust is, that when the Provincial schools are once fairly established, and the people have learned to appreciate the benefits of those institutions, they will amply realize that desideratum in the scholars attending them.

Should the present movement, in furtherance of the objects for which the Madras University was originally founded, be corwned with the success that I most

(68) Minute by Sir H. Pottinger, 1851—concld.

fervently desire, I trust and think that its sphere of usefulness may be, in fitting time, extended to the establishment of classes in all the higher departments of science, and likewise to those of greater practical utility, such as Medicine, Surveying, Engineering, etc., etc., but I must here again observe what I have already stated in other words, that it is my unqualified, and solemn conviction, that such extension must solely depend on the disposition towards, and anxiety for, the acquisition of knowledge that may be evinced by those who have hitherto, taken as a whole people, shown so little enthusiasm in the cause, and who have always been, so far as I can speak from sedulous inquiry and my own observation, too glad to attribute their own apathy and shortcomings to the alleged absence of zeal and encouragement on behalf of Government; a charge (if such it can be termed) which I have before declared to be totally unfounded, and which in fact carries its own refutation when the state of the University and high school as to masters and all other appliances is taken into consideration. I have indeed heard it advanced that Government should not only provide all these, but coax and pay students for attending; but beyond the usual scholarships, that is a theory to which I cannot subscribe.

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(69) *Extracts from a minute by Mr. Thomas, dated the 26th June, 1851.*

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(69) Minute by Mr. Thomas, 1851.

I will first express my decided conviction that a system, which contemplates only the imparting a high measure of education to a few, exclusively through the medium of English, must fail to produce any great or general effect upon the national mind. It appears to me to reverse the natural order of things—and that the attempt to educate and enlighten a nation through a foreign language, is one opposed to the experience of all times and countries. English must ever be, in this land to the mass, an unknown tongue.

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It is further to my mind a mistake, as being wholly premature, to found institutions and classes for the highest branches of study, whilst there are no lower institutions in existence, from which the superior minds and tried scholars can be drawn, who shall give an assurance that they are prepared by natural talents, as well as by their prior acquirements, to prosecute these higher branches with success. The course now pursued, and advocated by some, appears to me to ensure a waste of time, and of funds.

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This is the system I would counsel I would therefore at once suspend the action of the University as such, and would confine it for a time to the more thorough acquisition of English and the vernacular languages, and only open a class for the higher branches of mathematics, political economy, and other similar studies, when a sufficient body of men has been trained, whether in Madras or in the Provinces, to allow of selection, to whom admission to such classes in the University should be held out as the reward of superior attainment in the schools. *(69) Minute by Mr. Thomas, 1851—contd.*

I need scarcely add, after this statement of my views, that I entirely agree in the importance of a thorough education of the people in the vernacular tongues. It is by this means that they can be taught either to make, or understand the translations from Western literature, and it is through this channel alone there can be the slightest prospect of reaching the women of the country, for they must, it is beyond question, receive all the knowledge they have time and opportunity to acquire, through their mother tongue. If they are neglected, and they remain wholly uneducated, it may be safely predicated that India will continue, as the rest of Asia, in its semi-barbarous ignorance. I consider therefore instruction in the vernaculars to be essential, and that without it a scheme of education will [illegible] most limited or partial in its effect[illegible] comparatively little [illegible]

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I think it a mistake for the Government to hold itself aloof from all private efforts and to confine its funds and care to the few Government institutions it has the power of forming. The great cause of education will be far more advance, I cannot but think, by a judicious and hearty encouragement of those private institutions which give a liberal education, rather than by the exclusive course hitherto followed.

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I should suppose also that some agency will be required to prepare elementary books for the use of schools to be established, and for their inspection and especially to see that the vernacular instruction is effective.

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Whilst therefore I would deny to no one the freest exercise of his conscientious convictions, if they led him to refuse to be taught morals from the only fountain of truth, I would not, nor do I see any valid reason in this Presidency, for the present system which prohibits all instruction from the Scriptures. On the

(69) Minute by Mr. Thomas, 1851— concld.

contrary, I would sanction their introduction wherever a master or local Committee saw no objection, and it is at the same time left optional, with the student and his parents, to avail himself of this instruction, or not.

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In conclusion, I will briefly sum up the views I entertain, and which I considered my duty required of me to place before the Board distinctly. But although fully persuaded myself of their correctness, I can add with sincerity that I am quite prepared to give other views and plans my best consideration, knowing, as all who have paid much attention to this subject do, that very opposite opinions are entertained and strongly advocated by men of unquestionable ability and experience.

First.—I should propose at present the education to be given at the Government institutions, especially in the Provinces, to be a Grammar school and not a University education,—to be limited therefore to a good knowledge of the English, and the vernacular language of the student, with a fair ordinary but well grounded acquaintance with geography, arithmetic, history, the elements of astronomy and the first books of Euclid leaving all the higher branches of study, political economy, chemistry, mental [illegible] the higher mathematics, &c., for a future (*a minute by M*[illegible]

Second.—The support and encouragement of all private schools giving a liberal education.

Third.—A public examination, open to all, and certain immediate employment in the public service, though to a very limited number, as the reward of proficiency and good conduct.

Fourth.—The preparation of school books to be immediately commenced in a separate department.

Fifth.—A provision by scholarships, and certain employment with liberal salaries for schoolmasters, to be employed only after an ample test of their qualifications.

Sixth.—Lastly, the provision by well selected books and lectures, including optional lessons in the Scriptures for the moral culture of the students.

Other points, rather of detail than of principle, will come up for consideration, I conclude, hereafter, and need not now be entered upon.

(Signed) J. F. THOMAS.

The 26th June, 1851.

(70) *Extracts from a minute by Mr. D. Eliott, dated the 5th August, 1851.*

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I quite agree with the President that it is not advisable for Government at present " to interfere in any degree with the original fundamental regualtions and rules for the University, but to allow such alterations and amendments as may hereafter prove to be desirable respecting them, to emanate from and to be carried into effect by the new Council of Education, with the knowledge and concurrence of Government." This of course is to be understood in exception of the rules for the Government of the University, as it is a part of the President's scheme in some sort to modify those rules by vesting the management of that institution in the Council of Education. What the President especially refers to, I apprehend, is the fundamental rule relating to the constitution of the University, *viz.*, that it shall " consist of two principal departments, a college for the higher branches of literature, philosophy and science, and a high school for the cultivation of English literature of the vernacular languages of India, and the elementary departments of philosophy and science." *(70) Minute by Mr. D. Eliott, 1851.*

The organization of the collegiate department, as explained in the first report of the Governors of the Uinversity, was considered " as a work of time to await the progress of the high school, and the advancement of the community in intellectual cultivation." Lord Elphinstone, who formed the institution, traced his plan purposely on an extended scale, " hoping to stimulate the exertions of the natives and thus to raise their views to a level with his design." He was aware, as he stated, that a college was beyond their immediate requirements. But he thought proper to lay his foundation so as to provide for it, when the time should come, when, as he anticipated, there would be a demand for the superior instruction comprehended in a college course. The high school as being immediately needed, was carried into immediate effect. Of this portion of his plan Lord Elphinstone observed, " as far as it goes it is complete within itself, while hereafter it is intended to stand in the same relative position towards the other portion, the college, as its namesake the high school of Edinburgh does towards the college of that city, or as the great public schools in England occupy with respect to the University."

The Governors of the University, I observe, have often pressed for the completion of the original plan by the organization of the collegiate department, and have complained that the aspirations of the natives for advanced knowledge have been discouraged by the non-fulfilment of their expectations in this respect. But the Court of Directors, while they approved the whole plan of Lord Elphinstone,

(70) Minute by Mr. D. Eliott, 1851 —contd.

as sound in principle, have constantly adhered to the opinion that it is necessary "to give the fullest practicable efficiency to the high school before the desired advance is attempted, and have met the somewhat premature proposals for the extension of the institution by injunctions to this effect.

The aim of the Council of Education then ought to be to give the fullest practicable efficiency to the high school according to the fundamental rule, "for the cultivation of English literature and of the vernacular languages of India, and the elemenatry departments of philosophy and science." They should be restrained from any departure from this rule tending to narrow the scope of study or lower the standard of attainments at the school, but they should have liberty to make alterations and amendments for the better cultivation of any of those branches of learning, and I would give them a free discretion to allow the first rank of scholars to pursue their studies beyond the limits contemplated in the rule, into what will be eventually the province of the college.

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The views enunciated by the President as to the eventual accomplishment of the entire scheme should the present movement in furtherance of the objects for which the Madras University was originally founded be crowned with success, "by the establishment in fitting time of classes in all the higher departments of science, also of Medicine, Surveying, Engineering, etc., have my entire concurrence.

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Agreeing with Mr. Thomas in the practical conclusion at which he arrives, though I differ with him in some of the opinions he expresses, I need not here enter particularly into the points of difference between us. I will just observe that I agree with him to a great extent in the arguments he directs against a system "which contemplates only the imparting a high measure of education to a few exclusively through the medium of English," and leaves "the rest of the people, not the lowest classes alone" "without even elementary institution." But such a system, as far as I know, has never been contemplated here. In the Minute of Lord Elphinstone dated 12th February 1841, I find him saying, "though I have storngly advocated the policy of directing our exertions in the first instance to the enlightenment of the upper classes, yet to use the words of the Governor General, "it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period, still less do I think that we shall have done enough, even at the present stage of our

proceedings, if we content ourselves with establishing the central institution at Madras." His Lordship contemplated, as did Lord Auckland, the formation at some of the principal towns in the interior of superior schools, which might eventually be raised into colleges, each the centre of a circle of Zillah schools, the Zillah schools again being each the centre of a circle of schools of an order and quality superior to the village schools, to be established almost in every Talook. True, the Governor was of opinion that in the superior Provincial schools English would be the proper medium of instruction for the purpose of diffusing European knowledge—but he at the same time observed that the importance of the vernacular languages must not be overlooked. At any rate he did not propose that English should be the exclusive medium of instruction in any schools lower than the Provincial ones; while his views extended to the formation of system of schools which would be capable of affording something more than merely elementary instruction to the classes, above the lowest, who might be able to send their childern beyond their villages to obtain it.

(70) *Minute by Mr. D. Eliott, 1851* — contd.

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There has been a good deal of controversy of late between two parties in the Board of Education at Bombay, one represented by the President Sir E. Perry, and the other by Colonel Jervis,* on the subject of the relative merits of the English and vernacular languages as the medium of disseminating knowledge among the natives of India, referring to the principle on which the Board had latterly acted as defined in their report for 1845, *viz.*, " that the higher branches of education can only be taught effectively through the medium of the English language, while on the other hand the great mass of the population, who have but little time to bestow on school attendance, can derive most readily a portion of elementary knowledge by means of vernacular instruction."

...... This declaration of the views of the Bombay Government and their instructions conveyed to the Board of Education in the letter of the Secretary to Government, dated 24th April, 1850, appear to me to be particularly deserving of our attention, and I think we can hardly do better than take them mainly as our guide, as the result of extensive experience and very able discussion.

17. Adopting Sir E. Perry's statement of the principles of the present system, *viz.*—

First.—Education for the masses of the people in the vernacular languages.
Second.—Education of the superior quality in English.

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* See pp. 10 ff. above.

(70) Minute by Mr. D. Eliott, 1851
—contd.

Third.—Production of a superior class of school-masters for the vernacular schools.

Fourth.—Encouragement of translations into the vernacular languages.

* * * * * *

The President recommends, as a primary object to be aimed at, the formation of a Normal school at the Presidency, exclusively for bringing up well qualified school-masters. The object of providing a highly qualified class of school-masters is that to which the attention of the Board of Education at Bombay is primarily directed by the Government of that Presidency in the instructions I have referred to above. Speaking of it relatively with that of encouraging translations into the vernacular languages of useful standard works, it is observed, that "the first appears to be incomparably the most important of the elements in any scheme for national education. Were it necessary to choose between the two, it would be far preferable to have well instructed and qualified masters in the absence of translations, than the translations in the absence of efficient masters." "One such qualified master will do more, it is believed, to enlighten the people around him by the knowledge which will be disseminated directly by himself, and indirectly through the medium of his well instructed pupils, than could be effected by a score of the inefficient preceptors, to whom the charge of our vernacular schools is at present entrusted.

* * * * * *

I have now to express my concurrence in the opinion expressed by Mr. Thomas in the 16th, 19th and 20th paragraphs of his Minute, as to the expediency of promoting the great object of the extension of education among the natives by giving aid to well conducted private institutions which impart secular knowledge to their scholars to the same extent as the Government schools, and *pro tanto* serve as well for the common end as if there were so many more Government schools; and I think with him that in establishing Government schools care should be taken not to place them so as to bring them into opposition to, or rivalry with other existing institutions which have met with acceptance from the people and have been successful in their operation. It matters not in my view whether these were established with a Missionary object or not, if the people have taken to them, and they are doing all that a Government school could do. I perfectly accord with the sentiments delivered by Mr. Thomas on this head in the 20th paragraph of his Minute.

I concur in Mr. Thomas's suggestion in the 23rd paragraph of his Minute that "some agency will be required to prepare elementary books for the use of the schools to be established," which will involve some additional expense. *(70) Minute by Mr. D. Eliott, 1851*—concld.

* * * * * *

I do not believe, any more than Mr. Thomas does, that the people of this Presidency are opposed to receiving moral instruction combined with intellectual, and I agree with him that the readiness with which they allow their children to attend the schools of Missionaries in preference to the Government institution, for the sake apparently of saving the fees payable at the latter, is a fair proof that their prejudice against receiving moral instruction through the Bible is at any rate not insurperable. But I believe that there is a deeply seated jealousy of that being done by the authority of Government, which without much concern they see done, and acquiesce in when done, by private persons ; and though I believe at the same time that this jealousy has been fostered by the evil surmisings and suggestions of ill-affected people, yet I do not the less esteem it to be incumbent upon a Government, situated as ours is, to avoid giving any the least ground for it. Mr. Thomas would consider it an improper exercise of authority, which would be justly offensive to the natives, to enforce the study of the Scriptures in the Government schools as a part of the regular school course ; but may it not be well argued that to authorize it, although optionally, would have an influence, as implying the desire of the Government, whose favour is supremely coveted, which, with the natural sympathy and encouragement of the Christian teachers, to those [illegible] attended the Bible classes, would be almost as efficacious in causing attendance, as a positive rule requiring it as a matter of course ? And would it be less offensive because what virtually was equivalent to an order was disguised as a mere permission ?

* * * * * *

(Signed) D. ELIOTT.

The 5th August, 1851.

(71) *Extracts from a minute by the Board of Governors of the Madras University, dated the 2nd July, 1852.*

This Board of President and Governors of the Madras University having been re-constituted under an order of the Right Honorable the Governor in Council, dated 13th April last, and having had entrusted to them the task of submitting to Government any expedient measures, not only for promoting the successful pro- *(71) Madras University Board.*

(71) Madras University Board—contd.

gress of the institution under their more immediate charge, but also towards organizing other institutions with a view to the more general diffusion of education throughout the Presidency, take the earliest opportunity of laying before the consideration of Government the result of their first consultations directed to these objects.

There being at present but one single institution throughout the Presidency, founded by, or under the immediate control of, Government, namely, the High School of the Madras University—the duties to be undertaken by the Board in organizing any general system and in establishing further educational institutions will prove of an extensive nature, and will call, probably, for several communications from us in detail, and embracing many important topics. In the first instance our Board have confined their attention to those which they have considered of the most general importance,—forming indeed the foundation of ulterior measures.

* * * * * *

Hitherto no Schools of a primary or elementary quality have been founded under the auspices of Government and it is now, first, that measures with a view to the elementary education of the masses have been entrusted to our Board's consideration. We are of opinion that the establishment of such seminaries is highly expedient, not only with special reference to the community at large and to the peculiar wants and claims of the people of the Provinces, but also in reference to the supply of competent scholars to enter on a career of superior education in the High School and (eventually) Collegiate Departments of the Madras University. For these comprehensive objects our Board unanimously recommend the foundation of Primary Schools both at the Presidency itself and in the Provinces.

One Primary School is all that our Board would in the first instance recommend at the Presidency itself. We would recommend four at least to be organized in the Provinces in the first instance, commencing with those four Collectorates in which the former Board in their letter of 15th September, 1842, recommend Provincial High Schools to be founded ; *viz.*, Malabar, Bellary, Tanjore, and Masulipatam. The Board would have been disposed to recommend a larger number to be immediately founded, but that we shall perhaps find a difficulty in procuring masters enough, and we would moreover desire to proceed gradually, so as to profit by the experience which the organization and management of these first four schools will afford. We should desire also to fix the establishment of these seminaries in localities where no other schools exist, or where any such may be obviously inadequate to the wants of the population.

Our Board would also desire to found one or more Provincial High Schools in any of the above Collectorates, in which a sufficient number of Scholars may be found adequately advanced to enter a Hingh School, or as soon as such competent Scholars may be raised in the Primary Schools, or otherwise ; and in organizing such High Schools, our Board would desire to adopt the principles and the general plan, as recommended by the former Board (*vide* Appendix G to first Annual Report) ; but the scheme itself, as set forth in that Appendix, will require such modifications as more mature consideration and experience in the management of the central High School will suggest. (71) *Madras University Board—* contd.

* * * * * *

Our Board consider that the appointment of one Inspector would be sufficient in the first instance, and that his immediate task should be, in conjunction with the Head Master of each projected school, to found and organize each such seminary and subsequently to superintend an assigned number of them under the guidance of our Board.

Although our Board do not consider it requisite to enter into any discussion, as yet, as to the course of discipline and instruction to be pursued at these seminaries, we would desire to state our recommendation that in the Primary Schools particular attention should be directed to vernacular instruction, with a view to the eventual requisition of a thorough grammatical knowledge of one vernacular language by all Candidates for admission in the several High Schools ; and the Vernacular instruction in the High Schools should be directed to the critical and philological cultivation of those languages, with the special view (independently, of general objects) of training competent teachers, translators and original authors in the vernacular languages.

* * * * * *

Fourthly.—The improvement of the system of vernacular instruction. Our Board are of opinion that in the Primary Schools which we have proposed, particular attention should be devoted to vernacular instruction, with a view to the eventual requisition of a thorough grammatical knowledge of one vernacular language from all candidates for admission into the High School, and that rewards should be offered for the production of good expositions in the vernacular languages of standard works suited to the purposes of education.

* * * * * *

(71) Madras University Board— concld.

The majority of the Board are of opinion that the normal classes proposed by them may be brought into operation at an early date, and have deemed it proper that the measure should be submitted for the consideration of the Right Honorable the Governor in Council.

* * * * * *

On this head our Board wish to add that the cause of education generally might be greatly promoted by the grant of sums in aid of any permanent and prospering institution, without distinction as to religious discipline or tenets, by which system not only would cost be materially lessened, but differences on religious grounds avoided. We do not however enter into any discussion on this topic at present, as it is somewhat foreign to the immediate object of this communication, and the condition of the country does not appear such as to admit of any practical adoption of this course at the present moment.

In case these views and designs shall be approved of, we shall proceed to lay before Government in detail the course we would propose to adopt in carrying out the measures suggested, and the specific items of expenditure to be sanctioned including general rules of discipline and instruction at the schools, general instructions to the Public Examiners, to the Inspector, and to the Local Committees, and also the amounts of fixed salaries.

(Signed) GEORGE NORTON,
President.

MADRAS UNIVERSITY,
The 2nd July, 1852.

(72) *Letter, dated the 9th November, 1854, from the Government of Madras to the Government of India.*

(72) Letter of 9-11-1854.

In the Despatch of the Hon'ble the Court of Directors dated 30th August No. 44 of 1854, this Government has been furnished with a copy of one addressed to the Government of India on the subject of general education in India, and has been desired to proceed at once to organize a Department for the future conduct of Education within this Presidency, preparatory to the introduction of the changes

and improvements, the adoption of which the Honorable Court have directed and to report such arrangements as may be made for this object for the sanction of the Government of India. (72) *Letter of 9-11-1854*—contd.

As the organization of a general scheme of education of the nature contemplated by the Honorable Court—adapted to the wants, the habits and customs of this Presidency, and also with reference to the advances already made on this subject—will necessarily occupy some time, in order that the information which will be required, before any system can be laid down, may be collected, the Right Honorable the Governor in Council deems it of primary importance that authority should be at once conceded to this Government to employ as soon as possible such Agency as may be necessary for initiating their proceedings.

It appears to His Lordship in Council that the Office which must first be constituted is that of Secretary of the Educational Department, and that it should be placed on an equal footing, both as to position and salary, with the Revenue and Judicial Departments. He is of opinion that both these Departments require an Assistant Secretary and he would therefore propose one, together with a suitable Office Establishment, for the Educational Department.

The Governor in Council considers that in addition, it would be necessary to appoint some Inspectors who should, as soon as possible, travel over the country and report upon the state of the existing schools. He thinks that six of these Officers would be sufficient at first, and that a salary of Rs. 1,200 per mensem with an allowance for travelling expenses would be a fair recompense for able and superior men.

It is also necessary that the Government should have full authority to organize at once a Committee for the purpose of compiling, composing and translating school books both in English and the Vernacular languages—and to the Members of such Committee the Government would propose to assign an allowance of Rs. 500 each per mensem.

I am accordingly desired to submit these arrangements to the Government of India, and, in soliciting their sanction to the following appointments and Establishment, to state that in fixing the salaries of the several Officers, this Government has been guided by the important principle laid down by the Hon'ble Court in para. 21 of their Despatch to the Government of India, *viz.*, "that, in any case, the

(72) Letter of 9-11-1854— —concld.

scale of their remuneration shall be so fixed as publicly to recognize the important duties they will have to perform."

	Per Mensem. Rs.	A.	P.
1 Secretary for the Educational Department	3,333	5	4
1 Assistant Secretary for the Educational Department . . .	1,350	0	0
Office Establishment for Educational Department for the Present .	500	0	0
6 Inspectors each . . . . with addtitional allowance for travelling.	1,200	0	0
Committee for the compilation, &c., of school books consisting of 3 or 4 members—each Member	500	0	0

I have the honour to be,

SIR.

Your most obedient servant,

(Signed) H. C. MONTGOMERY,

Chief Secretary.

FORT ST. GEORGE,

The 9th November, 1854.

(73) Letter, dated the 26th January, 1855, from the Government of India, to the Government of Madras.

(73) Letter of 26-1-1855.

With reference to the despatch of the Hon'ble Court of Directors addressed to your Government on the 30th August last, No. 44, I am directed to forward for the information and so far as applicable, for the guidance of the Hon'ble the Governor in Council, copy of the letters addressed to the Governments of Bengal and the North-Western Provinces on the subject of Education, and also of the instructions given to the Committee which the Governor General in Council has appointed for preparing a scheme for the establishment of Universities in the Presidency Towns of Calcutta, Madras and Bombay.

2. The Governor General in Council further directs me to request that the Governor in Council will favor the Committee with a list of the persons whom it is intended should form the Senate of the future University, and with the views and opinions of the local Government in regard to the measures to be adopted carrying out the Hon'ble Court's plan of an University in the Presidency of Madras.

3. I am directed to take this opportunity of acknowledging and replying to your letter No. 78, dated the 9th November last. In this letter the Government of Madras proposes, not as the permanent establishment, but only as the Agency "necessary for initiating their proceedings" the appointment of a Secretary to Government in the Education Department on a salary of R3,333 a month, of an Under Secretary for the same department on a salary of R1,350 a month, of six Inspectors on R1,200 a month each, and of other minor Officers. These large proposals are supported by a reference to the words of the Hon'ble Court that "in any case the scale of their remuneration shall be so fixed as publicly to recognize the important duties they will have to perform." Fully bearing in mind these sentiments of the Hon'ble Court, and entirely assenting to the principle they involve the Governor General in Council yet thinks that the Establishment proposed is both unduly extensive and unnecessarily costly. His Lordship thinks that the creation of a Secretary to the Government in the Education Department is uncalled for and inexpedient, that in Madras, as elsewhere, the Department will be managed with thorough efficiency by a Director of Public Instruction; and further that the salary assigned to that Officer in Bengal and the North-Western Provinces is sufficient to command the services of the men best qualified for the duty. Having regard also to the limited number of schools in the Presidency of Madras, the number of Inspectors proposed seems to the Governor General in Council to be excessive; and whatever number may be eventually appointed they ought not to be more highly remunerated than in the two divisions of the Bengal Presidency. *(73) Letter of 26-1-1855—contd.*

Bombay.
The 3rd & 4th paragraphs only for Madras.

4. The information required in your letter No. 88, dated the 4th December last, has been sought for from the Government of Bengal.

I have, etc.,

C. BEADON.

(74) *Educational Notification of the 26th August, 1856.*

With reference to the Educational Notification published in the Fort Saint George Gazette under date the 15th August 1855, the Director of Public Instruction gives notice that the following revised rules for regulating grants-in-aid of private schools and other educational institutions have been approved and sanctioned by the Government and will, in future, be acted on in lieu of those hitherto in force. *(74) Grants-in aid.*

(74) Grants-in-aid—contd.

1. Grants-in-aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people and will be given impartially to all schools (so far as the funds at the disposal of Government may admit) which impart a sound secular education, upon the conditions hereafter specified. It will be essential to the consideration of applications for aid, that the schools, on behalf of which they are preferred, shall be under the management of one or more persons who, in the capacity of proprietors, trustees, or member of a committee elected by the Society or association by which they may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

2. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the school on behalf of which the application is made, together with its current account, lists of establishment and registers of attendance, to the inspection of a Government Inspector, such inspection or examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted in the school.

3. Except in the case of Normal Schools for training teachers and of Female Schools, grants will be restricted to those schools in which a monthly schooling fee is required and is paid by not less than four-fifths of the pupils attending the school.

4. Grants will be made only for special purposes, and not in the form of simple contributions in aid of the general expenses of a school, and it will be essential in each case to the payment of the grants that the proportion which, under the rules hereunder specified, the managers are required to contribute for the purpose for which the grants may have been sanctioned, shall have been duly paid.

5. The following are the specific objects for which, and the conditions upon which, grants will be ordinarily given.

First.—The augmentation of the salaries of schoolmasters and mistresses.

Second.—The provision of stipends for pupil-teachers and of gratuities to teachers who undertake to instruct them.

Third.—The provision of school books, maps, etc.

Fourth.—The establishment and maintenance of school libraries and public libraries.

Fifth.—The erection, purchase, or enlargement of school buildings.

Sixth.—The provision of school furniture.

6. Grants-in-aid of the salaries of masters and mistresses will, in future, be conferred only on such masters and mistresses as may hold a certificate of qualifications signed by the Director of Public Instruction, and which will be granted, partly on the result of a written examination calculated to test the attainments of the candidate and his ability to reproduce the knowledge he has acquired in such a form as is adapted for the instruction of youth, and partly on the report of an Inspector of Schools on his teaching power. The certificates to be awarded to schoolmasters will be of nine classes, and the examination for each class of certificate will be conducted by means of printed papers according to the scheme appended to this notice. (74) *Grants-in-aid*—contd.

7. The examination will be held half-yearly in the months of June and December at Madras and at any of the principal towns in the provinces at which candidates may desire to be examined.

8. The several grades of certificate will render the holders eligible to the following grants :—

A Certificate of the—

	Rs.
1st Grade to an Annual Grant of	800
2nd ,, ,, ,, ,, ,, ,, ...	600
3rd ,, ,, ,, ,, ,, ,, ...	400
4th ,, ,, ,, ,, ,, ,, ...	300
5th ,, ,, ,, ,, ,, ,, ...	220
6th ,, ,, ,, ,, ,, ,, ...	160
7th ,, ,, ,, ,, ,, ,, ...	120
8th ,, ,, ,, ,, ,, ,, ...	80
9th ,, ,, ,, ,, ,, ,, ...	40

But the amount of the grant paid in aid of a teacher's salary shall * in no case exceed one-half the amount contributed for the same purpose by the managers of the school in which he may be employed.

9. The certificates to be awarded to school mistresses will be of five grades, and the examination of the candidates for these certificates will be conducted in the same manner as the examination of the candidates for schoolmasters' certi-

* Unless that portion of the salary which is contributed by the managers shall be defrayed from a permanent endowment, in which case the amount so contributed, provided that the grant shall not exceed the rate assigned in this section to the certificate which may be held by the recipient of the grant by more than one-third. Thus in ordinary cases, the holder of a certificate of the 1st grade will be entitled to a grant of Rs. 800 per annum provided his employers pay him a salary of Rs. 1,600 per annum ; but if the salary paid by the managers be derived from a permanent endowment, the grant may amount to Rs. 1,200 in the event of the sum paid by the managers being not less than Rs. 1,200.

(74) Grants-in-aid—contd.

ficates. The several grades of schoolmistresses' certificates will render the holder eligible to the following grants :—

A Certificate of the—

	Rs.
1st Grade to an Annual Grant of	180
2nd " " " " " "	144
3rd " " " " " "	96
4th " " " " " "	72
5th " " " " " "	40

10. In the case of a schoolmaster or mistress passing in all the subjects prescribed for a certificate except the Vernacular language, a certificate will be granted entitling the holder to a grant less by one-fourth than the amount assignable to the holder of a complete certificate. But this rule will not apply to certificates of the 8th and 9th grades in the case of schoolmasters, or to certificates of the 4th and 5th grades in the case of schoolmistresses, the examination for which will be conducted entirely in the Vernacular.

11. Graduates in Arts of the University of Madras will be eligible to the grant assigned to a Certificate of the third grade on passing the prescribed examination in the theory of teaching and school management and on being favourably reported on by an Inspector of schools as to their teaching power.

12. Holders of certificates of the 1st class granted by the committee of Council on Education in England will be eligible to receive the grants assigned to certificates of 1st, 2nd or 3rd grade with reference to the Division of the 1st class to which the certificate granted by the Committee of Council may belong, on passing the prescribed examination in a Vernacular language, or, without passing that examination, to grants less by one fourth than the amount of the grants assigned to the certificates of the 1st, 2nd or 3rd grade (as the case may be) issued by the Director of Public Instruction.

13. All grants-in-aid of the salaries of schoolmasters and mistresses will be paid monthly. Their continuance will depend in each case upon the annual report of the Inspector of the Division that the school or class under the master's or mistresse's charge has been satisfactorily conducted during the past year.

14. Grants for the payment of stipends to male pupil-teachers will be made only to those schools in which there may be one or more masters holding the certificate of the Director of Public Instruction and willing to undertake the instruction of pupil-teachers out of school hours, and in which there may be pupils competent to pass the examination prescribed for admission to a pupil-teachership in the annexed scheme.

15. The amount of stipends to pupil-teachers under these rules will be proportioned to the grade of school in which they are to be employed. The pupil-teachers employed in schools in which the standard of secular education is equal to that laid down for Government Zilla Schools, the following rates of stipend will be granted. (74) *Grants-in-aid*—contd.

	Rs.
For the 1st year	36 per annum
„ „ 2nd „	60 „ „
„ „ 3rd „	84 „ „
„ „ 4th „	88 „ „

provided that they pass a satisfactory examination in the several subjects specified for each year's course in the annexed scheme of instruction. To pupil teachers employed in the schools below the grade of a Government Zilla School, the following rates of stipend will be granted.

	Rs
For the 1st year	24 per annum
„ „ 2nd „	36 „ „
„ „ 3rd „	54 „ „
„ „ 4th „	72 „ „

provided that they pass a satisfactory examination in the several subjects specified for each year's course in the annexed scheme of instruction.

16. In the case of pupil-teachers employed in schools of the higher grade, the master, by whom their instruction is to be undertaken, must hold a certificate not lower than the 4th grade. In the case of pupil-teachers employed in schools of the lower grade, the master by whom their instruction is to be undertaken must hold a certificate not lower than the 7th grade.

* * * * * *

23. Grants for the provision of school books, maps, etc., will be made on the following terms :—

(*a*) A grant to be designated a supply grant will be made to every school under Government inspection at the rates noted in the margin,* provided that a sum equal to the amount of the grant be contributed for the same purpose by the managers of the school.

* In the case of a school in which the headmaster or one of the assistant masters may hold a certificate of the 3rd grade or higher at the rate of one Rupee for each pupil on the register.

(*b*) No further application for a grant of books, maps, etc., will be complied with for a period of three years from the date of the supply grant, unless it be shown that the average number of pupils on the

(74) Grants-in-aid—contd.

rolls during the three months immediately preceding such further application has increased by 25 per cent., whereupon a supplementary grant will be made for such additional number of pupils at the rate laid down for the supply grant.

(*c*) After the lapse of three years from the date of the supply grant, a renewal grant will be made at the rates noted in the margin,* provided that the amount contributed by the Managers of the school for the same purpose shall be double the amount of the grant.

*Two, four or eight annas per pupil according to the grade of the masters' certificates.

(*d*) Grants for the provision of books, maps, etc., will be made in kind and not by money payments. Every application therefore for such a grant must be accompanied by a list of the books required and by a remittance of that portion of their cost which, under the rules above laid down, the Managers are required to contribute. Thereupon the Director of Public Instruction, having previously satisfied himself that the application may be complied with, will furnish the applicants with an order for the books, maps, etc., specified in the application, either upon the librarian in charge of the Central Depôt at Madras or on the Curator of the Depôt, of the District in which the school is situated, or on the proprietor of any other book shop in which the books or apparatus specified in the application may be procurable, as may be most convenient.

24. Grants-in-aid of school Libraries and Public Libraries will be subject to the condition that an equal sum shall be contributed by the Managers for the purpose for which the grant is sought. In other respects each application will be disposed of on its own merits.

25. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions.

First.—That in each case an equal sum shall be contributed by the Managers of the School for the same purpose.

Second.—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargment in aid of which the grant is sought.

Third.—That the application shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged, and that previous to the disbursement of the grant, it shall be certified by the Inspector or the Division or other responsible officer

who may have been deputed to examine the building, that the work, in aid of which grant may have been sanctioned, has been executed in conformity with the plan and estimate previously approved by the Director of Public Instruction. *(74) Grants-in-aid—concld.*

Fourth.—That in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

Fifth.—That in such cases, the arbitrators shall be three in number, of whom two shall be nominated by the Government and one by the managers of the school.

26. Grants for the provision of school furniture will be made on condition that the Managers of the school shall contribute an equal sum for the same purpose, and in the event of the school being permanently closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture, towards the supply of which the grant was given, at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for the amount of the grant.

27. Applications for Grants-in-aid of industrial schools and for other purposes not provided for in this Notification will be disposed of on their own merits, each case being determined, as far as possible, by the analogy of the foregoing rules.

(Signed) A. J. ARBUTHNOT,
Director of Public Instruction.

COONOOR,
The 26th August 1856.

(75) *Letter from the Director of Public Instruction, to the Government of Madras, dated the 24th September 1859.*

I have the honour to acknowledge the receipt of the proceedings of Government under date the 3rd instant, No. 1357, calling upon me, with reference to a letter from the Secretary to the Government of India, dated the 15th ultimo, to submit an early report on the points adverted to in the 7th and 8th paragraphs of the Resolution of the Supreme Government, dated 11th June last, in anticipation *(75) Mr. Arbuthnot's letter of 24-9-1859.*

(75) *Mr. Arbuthnot's letter of 24-9-1859*—contd.

of the more comprehensive report which I have been directed to submit on the various subjects treated of in that document and in Lord Stanley's despatch of the 7th April last.

Two questions on which an opinion is now called for are, 1st, whether it is desirable to impose an educational rate as a means of providing for the elementary education of the rural population, and if not what other measures should be definitely adopted for this purpose ; 2nd, whether the alleged objections on the part of the Native community to the system of granting state aid to schools conducted by missionaries really exist.

* * * * * *

Whatever may be the eventual result, I hardly think that the time has arrived for settling the question definitely. It is within the last four years that any extended measures have been carried out by Government for the instruction of those classes, who have the requisite means and leisure for going beyond the rudiments of learning ; and the period during which the grant-in-aid system has been practically in operation is still shorter. Moreover, owing to various causes, this system has had as yet but little scope to develope itself. It is only within the past year that anything like an adequate provision of funds has been sanctioned for the purpose of extending it, and this provision, owing the the necessities of the State has been again reduced.

For these reasons, I would recommend that for the present no measure should be adopted which would be incompatible with the eventual application of the grant-in-aid system, to providing elementary instruction for the mass of population, and that adequate funds should be furnished for extending it under the rules now in force in this presidency.

At the same time, I see no reason why the experiment of a special rate should not be tried in one or more districts in which there is no immediate prospect of its interfering with the extension of the grants-in-aid system. If it be confined for a time to a limited tract of country it need not interfere with the development of the grant-in-aid system elsewhere, and the co-existence of the two systems will after a time furnish data for determining which of them it will be expedient to adopt definitely......

* * * * * *

In regard to the second point on which the Government of India have called for an opinion, *viz.*, as to the reality of the alleged objections on the part of the na-

tives generally to the grant of money to schools conducted by Missionaries, I would observe that to the best of my belief no such objection exists except in a few localities in which suspicions as to the views and policy of the Government on matters of religion have been suggested by Europeans. As a rule, I think such objections may be traced to an European origin. It is to my apprehension almost impossible to reconcile the circumstance that Mission Schools, wherever they are established, are largely restored to by the Natives, with the hypothesis that the objections in question are a genuine expression of the prevalent native feeling. I have no doubt that if a choice were given between a Government school and a Mission school, the former would in most cases be selected, supposing the advantages and the terms of admission to be the same in both. But a very slight reduction of the schooling fee is sufficient to turn the scale and send to the Mission schools large numbers of those who are represented to object, on religious grounds, to the latter institutions being rendered more efficient by Government grants. (75) *Mr. Arbuthnot's letter of 24-9-1859*—concld.

There is one point of view in which the present system of providing for education partly by means of Government schools and partly by means of grants-in-aid of schools established by private Societies and individuals, may appear in some instances to operate unfairly. Take the case of two large towns in adjoining districts in one of which there is a flourishing Mission school, while in the other there is no school at all adequate to the wants of the place. At the latter a Government school is established to which the people contribute nothing beyond a moderate schooling fee for each child, while at the former they are compelled either to make use of the Mission school or to raise funds for the establishment of a school of their own, which at the lowest computation must considerably exceed the amount contributed by their neighbours towards the expenses of the Government school. This is an anomaly necessarily resulting from the simultaneous adoption of the two systems. The remedy seems to be, not to abolish the system of grants, but to limit the establishment of Government schools and gradually to reduce it, as facilities arise for providing for the wants of the people by grants-in-aid.

I have the honor to be,
Sir,
Your most obedient Servant,
(Signed) A. J. ARBUTHNOT,
Director of Public Instruction.

The 24th September 1859.

CHAPTER VI.

PROVINCIAL DEVELOPMENTS.

*The United Provinces of Agra and Oudh.**

(a) Educational policy. The control of the educational institutions in the North-Western Provinces was transferred from the Government of Bengal to the Local Government together with the funds belonging to the colleges at Benares, Agra and Delhi and all local resources, by a Resolution of the Supreme Government, dated the 29th April 1840 (76). At the time of transfer there were in the new provinces three colleges and nine Anglo-vernacular schools maintained by Government.

The educational policy which the Government of the North-Western Provinces adopted was from the very beginning essentially different from that which had been followed in Bengal. The reasons for the adoption of a new policy were thus explained in the first report on the progress of education in the province :—

(*xxxv.*) "In estimating the progress which has been made in the Educational Department in these Provinces, as well as in forming schemes for its future management, it must never be forgotten how much less encouragement there exists here for the study of English than is the case in the Lower Provinces and in the Presidencies of Madras and Bombay. There are here very few European Residents, except the functionaries of Government. There is no wealthy body of European Merchants transacting their business in the English language, and according to the English method. There is no Supreme Court, where justice is administered in English, no English Bar or Attorneys, no European Sea-borne Commerce, with its shipping and English sailors, and constant influx of foreign articles and commodities, even in the Public Service, the posts are very few in

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* The province was formerly called the North-Western Provinces (of Bengal) and by that name it will be designated in this Chapter.

which a knowledge of the English language is necessary for a discharge of their functions."

* * * * * * *

"The boys who attend our institutions and especially our provincial schools, are seldom the children of men of independent property. Hence it arises that they are called away from school to earn their livelihood before they have time to master thoroughly a study so strange to them as that of the English language."

As regards collegiate education the report says; "there is nothing in the state of society at any of the cities where our colleges are placed, which can excite the spirit of energy and emulation found among the students in great Metropolitan Institutions. Agra is still more deficient in this respect than Delhi and Benares."

For the above reasons the Local Government came to the decision that in order "to produce any perceptible impression upon the general mind of the people in this part of the country", the attempt should be made to introduce education "through the medium of the vernacular language and not through that of any foreign tongue."

(b) Elementary Education.

The new educational policy was formally submitted by the Local Government to the Supreme Government for consideration and approval in its letter No. 855, dated the 8th August 1843.(77) The first step taken was an attempt to improve indigenous schools in Agra city and District. The plan followed was to "multiply and improve the village schools by supervision, advice and encouragement and by the distribution of Elementary Books suited to their wants. No stipends were to be promised to Masters, but occasional rewards in Books, clothes, or sometimes in money, were authorized for the most deserving masters or scholars." A circular (78) was issued to all Collectors and Magistrates in June 1845 asking for details of the actual state of education in every district. The preparation of vernacular class books had received the early attention of Government and a Curator of School Books had been appointed in September 1844 (79) for the control and supervision and proper circulation of class books. Instructions were also issued to the Collectors and the tahsildars regarding the circulation and use of these books.

The enquiries instituted through the Collectors were followed by the submission of a complete scheme of vernacular education to the Government of India in November 1846 which was sent home for approval (80*a*). The Court of Directors while admitting the necessity for giving some powerful impulse to elementary education in the North-Western Provinces objected to the proposed system of remunerating teachers by the grant of Jagirs and asked for a revised scheme which was accordingly submitted in April 1848 (81*a*). This was approved by the Court of Directors in their Despatch No. 14 of 1849 (82). On receipt of this Despatch the Local Government issued a Resolution (83) sanctioning as an experimental measure the establishment of Tahsildaree schools in eight districts* in the Province.

(c) Secondary Education.

Before the transfer of the control of the educational institutions from the Government of Bengal to that of the North-Western Provinces, the Bengal Committee of Public Instruction had entrusted the general superintendence of the colleges at Agra and Delhi to Mr. Thomason and had asked him for reports on such changes as might be necessary to place the institutions on an efficient footing. Early in 1841 Captain Marshall, Principal of the Fort William College, Calcutta, was deputed by the Government of Bengal to inspect the Benares College. As a result of the recommendations made by Mr. Thomason (85 to 87) and Captain Marshall (88) in their reports the oriental and English departments of the colleges at Delhi and Benares were amalgamated. Mr. J. Muir a civilian, was appointed first principal of the reconstituted Benares college in 1844. He was succeeded by Dr. J. R. Ballantyne in 1846. Extracts from his interesting reports on the Sanskrit studies in the college are reprinted (89, 90) in this chapter.

(d) Halkabandi schools.

After the sanction of the scheme for the establishment of the Tahshildaree schools, Mr. H. S. Reid was appointed Visitor General and with the organization of the Education Department in 1855 he became the first Director of Public Instruction. Mr. Reid submitted his first report in October 1851. In his second report he makes the first reference to the class of schools called Halkabandi.

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* Bareilly, Shajahanpur, Agra, Muttra, Mynpooree, Allygarh, Furrukhabad, Etawah.

(*xxxvi*) "A plan may be devised which may locate a school in every cluster of villages in that village which enjoys the most central position."

The following extract from the Report of the Education Commission (North-Western Provinces) of 1883 gives an account of these schools.

(*xxxvii*) "The halkabandi or primary vernacular schools which now throng the North-Western Provinces in thousands originated about 1851 in an experiment made by Mr. Alexander, Collector of Muttra. The plan was this. A pargannah being chosen, it was ascertained how many children of a school-going age it numbered what revenue it paid, and what expense it could therefore bear. A cluster of villages, some four or five, was then marked out and the most central of the villages fixed upon as the site of the school. The rate in aid originally varied a good deal in different districts, but ultimately the Zamindars agreed to contribute towards education at the rate of one per cent. on their land revenue. Mr. Alexander's idea was quickly caught up by other Collectors and in 1853, Agra, Bareilly, Etah, Etawah, Mainpuri, Muttra and Shahjahanpur all had a certain number of halkabandi schools, and at the close of 1854 there were about 17,000 pupils receiving education in them."

(e) Review of position in 1853.

Dr. Mouat, Secretary of the Council of Education inspected the Anglo-vernacular colleges and the schools in the North-Western Provinces during the season 1852-53 and submitted a report (91) on the general condition of these institutions in June 1853. An important resolution (92) reviewing this report was issued by the Lieut.-Governor the same year. In August 1853 the Government of the North-Western Provinces submitted a proposal for the extension of the scheme of village schools to the remaining districts of the province. Lord Dalhousie recorded an interesting minute (93) recommending the introduction of the scheme not only throughout the North-Western Provinces, but also in Bengal. The Court of Directors sanctioned the proposals in their despatch No. 26, dated the 8th May 1856 (94).

(f) Admission to public services.

In November 1853 the Government issued a circular (95) to the Secretaries of the local committees of public instruction regarding the training of candidates for the higher branches of the public administration. This was followed by a resolution (96) on the subject, dated the 18th February 1854.

(g) Developments after 1854—(Grant-in-aid system).

On the receipt of the Despatch of 1854, Government constituted the department of education by the appointment of a Director of Public Instruction and four Inspectors of schools of whom two were appointed in 1855-56. Under the inspectors a deputy inspector for each district and a sub-inspector for each sub-division, were also appointed. There were four colleges in the province when the department was constituted and these were affiliated to the Calcutta University between 1858 and 1871. The following extract is taken from the Report of the Education Commission (North-Western Provinces) of 1883 regarding the condition of the colleges.

(*xxxviii*) "Between 1854 and 1857 they (the colleges) present nothing of importance to record—By the Mutiny they were more or less disorganised, those at Agra, Bareilly and Delhi having their work suspended and their buildings and property injured in various degrees."

The grant-in-aid system was introduced in 1856-57. The rules which were provisionally framed were revised in 1858 (97). Regarding the schools which received grants the Director in his report for 1857-58 says—"The schools assisted are, without exception, Missionary Institutions, *i.e.*, supported by Christian Missions. But though the missionary bodies alone have taken advantage of the offers of assistance made by the Government the grants are strictly devoted to the improvement and enlargement of secular instruction."

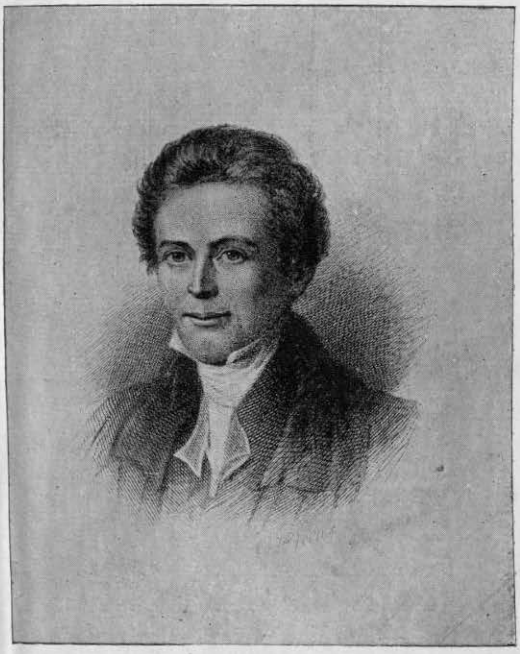
(76) *Circular No. 1, dated the 3rd May 1843, to the Local Committees.*

(76) Circular of 3rd May 1843.

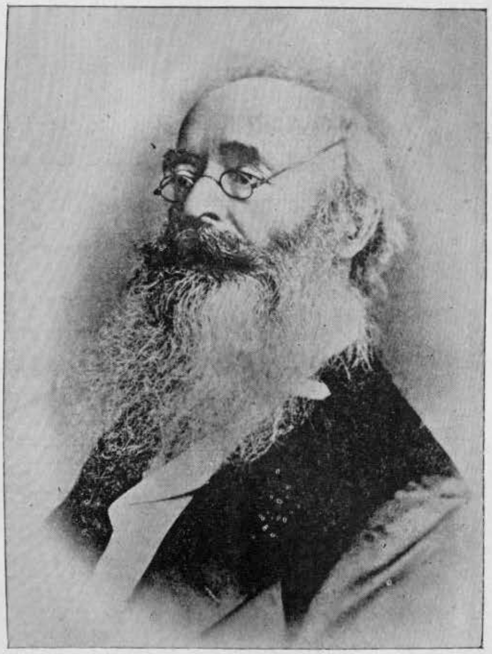
I am directed to transmit for your information and guidance the annexed extract from a Resolution recorded by the Government of India under date the 29th ultimo, and to acquaint you that the institutions in the Agra Division of the Bengal Presidency, as noted in the margin, are placed under the Government of the N.-W. Provinces, and you are requested to submit all your communications connected with the Schools to that Government for orders.

Benares College.
Ghazipore.
Allahabad.
Saugor.
Jubulpore.
Azimghur.
Gorackpore.
Agra College.
Delhi College.
Bareilly.
Meerut.
Furrackabad.

2. You will be pleased also to forward in future the monthly pay of the Schools to the Secretary to Government in the N.-W. Provinces, who will transmit



REVD. ALEXANDER DUFF, (1806—1878).
General Assembly of the Church of Scotland.



MAJOR CANDY,
Sanskrit College, Poona (1837—51).

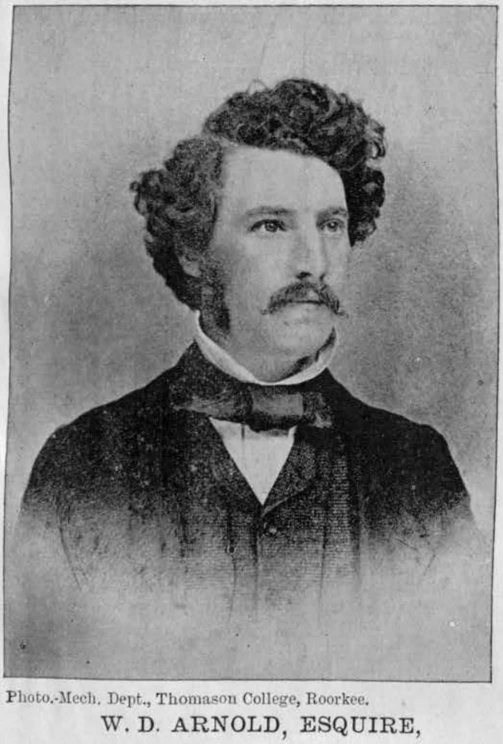
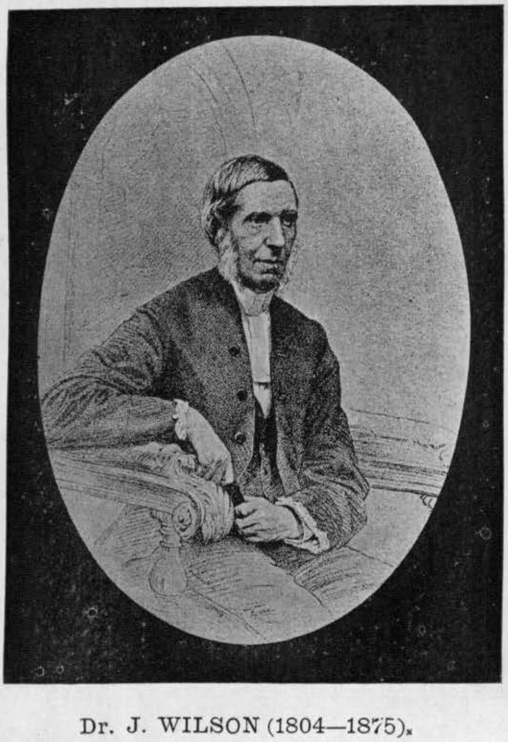


Photo.-Mech. Dept., Thomason College, Roorkee.

W. D. ARNOLD, ESQUIRE,
Director of Public Instruction, Punjab, 1856-1858.



Dr. J. WILSON (1804—1875).
Wilson College, Bombay,

after examination, to the Civil Auditor there, for the purpose of being audited and returned to you for payment at the Local Treasuries as heretofore. (76) *Circular of 3rd May 1843*—concld.

FORT WILLIAM,

The 3rd May, 1843.

(76*a*) *Extract from a Resolution of the Government of India, dated 29th April, 1843.*

Respecting Education, the Establishments within the two Divisions of the Presidency, which are now carried on under the direction of the Supreme Government, will henceforth be superintended by the Governments of Bengal and Agra, respectively; the Council of Education being placed in direct communication with the Governmnet of Bengal, and in orther respects remaining on its present footing until further orders. (76*a*) *Resolution of 29th April 1843.*

(77) *Letter dated the 8th August 1843, from the Government of the North-Western Provinces to the Government of Bengal.*

With reference to your letter of the 3rd May last, transferring to the Government of the N. W. Provinces the charge of the Educational Establishments within its limits, I am directed by the Honourable the Lieutenant Governor to request, that the extent of the power over the administration of this Department and over the details of the system may be, in some degree, defined to prevent future embarrassment. (77) *Sir G. R. Clerk's views.*

Second.—The Lieutenant Governor avails himself of this opportunity to place on record his views on this important branch of domestic policy.

Third.—It cannot be concealed from any one who has been in the habit of familiar intercourse with the Native Gentry in these Provinces, that the Colleges or Schools established by Government have neither their countenance nor support; to these Institutions they neither send their sons for education, nor do they themselves take the slightest interest in their existence, yet do they seek, through other means, to give to their children the best education they can afford.

(77) *Sir G. R. Clerk's views* —contd.

Fourth.—In proof of the foregoing position the Lieutenant Governor would only advert to the frequent instances which have occurred of the necessity to close or give up Government Schools in various part of these Provinces; at this moment, the Schools at Jounpoor and Gorackpore are declared in the correspondence received from the council of Education not worth the cost of maintenance, and the latter to be in a condition which should at once be put an end to.

Fifth.—In like manner the Government School at Ajmere was closed last year, not because there was no desire for Education amongst the community, but because they would not resort to a school which was not in unison with their feelings. The sentiments of Colonel Sutherland on this subject are strongly corroborative of His Honour's opinion. That experienced officer was anxious that the Government means should, if possible, co-operate with the existing establishments, so that the interest of the community should be retained, and their feelings carried along with the Government undertaking.

Extracts from Col. Sutherland's letter, dated 20th July 1843.

Para 3.—Still I was of opinion from first period of entering on my duties as President of the Local Committee, that this aversion arose chiefly from the School not being in unison with the feelings of the people or adequate to their requirements, and I continue of this opinion still.

It was too, a part of my scheme to endeavour to draw into our Seminary thus remodelled, the teachers belonging to the Mudrassa of the Ajmere Durgah and those employed publicly or privately by Mohammadans and Hindoos of the City of Ajmere, as well as the Teachers whom we see, in various parts of the city and suburbs, teaching a dozen or half a dozen little ragged boys in all the simplicity of the primitve Hindoo system, and thereby making their daily bread.

Sixth.—The Lieutenant Governor can not but think that by such a course only can real advancement be made in any scheme of general and useful education.

Seventh.—The habits and customs of the influential classes in the North-Western Provinces, can not be judged of by those of the people in Calcutta. The former are more isolated; detached and spread over a vast surface, than in Bengal, and therefore cannot be acted upon in the same manner as the masses in Calcutta and within its sphere may be.

Eighth.—Every town in the provinces has its little schools; in every Pergunnah are two or more schools, even in many villages is the rude schoolmaster to be found, yet from not one of them are children sent to a Government School.

Ninth.—The Government School or College, is filled or supplied, not from the middle classes of Native Society, but from a lower rank, and from the hangers on of our public offices, the inferior shopkeepers, the children of our burkundaz, and of individuals with whom the respectable classes would not desire their children to associate. (77) *Sir G. R. Clerk's views* —contd.

Tenth.—It is vain to draw a comparison between a Free School in England or Europe and the Government institution bearing that name in India. They are essentially dissimilar in their constitution, and so they will remain until the feelings of parents in both countries are similar.

Eleventh.—To attempt then to force such a system of Education on the natives of the provinces is, in His Honour's opinion, visionary, and productive only of an useless expenditure of the resources of Government.

Twelvth.—But that education may be advanced, that the people do desire to learn, and that there is no backwardness in any class or in any sect to acquire learning, or to have their children taught, his Honour from long personal intercourse with all classes, is convinced. It only needs that our endeavours should be properly directed that existing native schools should not be cast aside, as useless, and the whole population as it were, arrayed against us, because we will not bend to adopt improvement upon existing means.

Thirteenth.—Were our system one of encouragement, were we to hold out rewards to the Master of a village school, who could bring forward at a yearly or half yearly examination the best taught youth, were we to encourage such youths to resort to our college, and their parents to send them, and, thence, after having acquired our sciences and the English language to return as school masters to their native villages, to teach another generation of youths, who would follow in the same course, but who obviously would have gained a long step in advance, we might hope that real education would be extensively spread amongst all grades of society. But so long as we isolate ourselves, own nothing in common with the people, exhibit so little system in providing for their lucrative education, and excite alarm in their religious minds, by obtruding a zeal for proselytism prematurely, we cannot expect that our endeavours will be crowned with success or will even meet with the support of those they are intended to benefit.

(77) *Sir G. R. Clerk's views* —contd.

Fourth.—In proof of the foregoing position the Lieutenant Governor would only advert to the frequent instances which have occurred of the necessity to close or give up Government Schools in various part of these Provinces; at this moment, the Schools at Jounpoor and Gorackpore are declared in the correspondence received from the council of Education not worth the cost of maintenance, and the latter to be in a condition which should at once be put an end to.

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Tenth.—It is vain to draw a comparison between a Free School in England or Europe and the Government institution bearing that name in India. They are essentially dissimilar in their constitution, and so they will remain until the feelings of parents in both countries are similar.

Eleventh.—To attempt then to force such a system of Education on the natives of the provinces is, in His Honour's opinion, visionary, and productive only of an useless expenditure of the resources of Government.

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Thirteenth.—Were our system one of encouragement, were we to hold out rewards to the Master of a village school, who could bring forward at a yearly or half yearly examination the best taught youth, were we to encourage such youths to resort to our college, and their parents to send them, and, thence, after having acquired our sciences and the English language to return as school masters to their native villages, to teach another generation of youths, who would follow in the same course, but who obviously would have gained a long step in advance, we might hope that real education would be extensively spread amongst all grades of society. But so long as we isolate ourselves, own nothing in common with the people, exhibit so little system in providing for their lucrative education, and excite alarm in their religious minds, by obtruding a zeal for proselytism prematurely, we cannot expect that our endeavours will be crowned with success or will even meet with the support of those they are intended to benefit.

(77) *Sir G. R. Clerk's views*, —concld.

Fourteenth.—A revision of the present Government Establishments, the organization of a system of registration of existing native schools and arranging for their periodical Examination, could be effected without any additional cost, and the expense of the present Scholarships by the location of some of our Scholars in villages as Assistants or Superintendents of Village Schools would cover the outlay under this head.

Fifteenth.—The Lieutenant-Governor would be glad to introduce such a plan in the vicinity of Agra, but he doubts how far the Local Government has authority to disturb arrangements existing under the sanction of the council of Education in Calcutta, however unsuited he may consider them to obtain the objects in view.

I have the honour to be, etc.,

(Signed) R. N. O. HAMILTON,

Secretary to the Government, North-Western Province.

SIMLA,

The 8th August, 1843.

(78) *Circular letter dated June 1845, from the Government of the North-Western Provinces.*

(78) *Circular letter of 1845.*

The Lieutenant-Governor† is desirous to draw your attention to the subject of Vernacular Education in the district entrusted to your charge.

It is generally admitted that the standard of education amongst the people is very low. At the same time causes are now at work, which tend rapidly to raise the standard, and improve the intellectual state of the whole population.

The people of Hindustan are essentially an agricultural people. Anything which concerns their land immediately rivets their attention and excites their interest.

During the late Settlement a measurement has been made and a map drawn of every field in these Provinces and a record formed of every right attaching to the field. The Putwaries' papers, based on this Settlement, constitute an Annual Registry of these rights, and are regularly filed in the Collector's Office.

† Mr. James Thomason.

They are compiled on an uniform system, and are the acknowledged ground-work of all judicial orders regarding rights in land. (78) *Circular letter of 1845* —contd.

It is important for his own protection, that every one possessing any interest in the land, should be so far acquainted with the principles on which these papers are compiled, as to be able to satisfy himself that the entries affecting himself are correct.

There is thus a direct and powerful inducement to the mind of almost every individual to acquire so much of Reading, Writing, Arithmetic and Mensuration, as may suffice for the protection of his rights. Until this knowledge be universal it is vain to hope that any great degree of accuracy can be attained in the preparation of the papers.

When the mind of the whole people has thus been raised to a sense of the importance of knowledge, it is natural to suppose that many from the mass will advance further and cultivate literature for the higher rewards it offers or even for the pleasure which its acquisition occasions.

You will hence perceive that it is your duty with reference to the great interests immediately entrusted to your care, to do all in your power to promote the education of the people.

The means for this purpose are at hand in the indigenous schools which are scattered over the face of the country. Their number may not at present be large, and the instruction conveyed in them is known to be rude and elementary. But their numbers may be increased and the instruction conveyed in them may be improved.

In this, as in all other operations, it is most important to carry the people with you, and to aid their efforts, rather than remove from them the stimulus to exertion by making all the effort yourself. Judicious encouragement on your part will promote the formation of village schools, and enlist on your side in the work of education the persons whom the people themselves may select as their teachers, and support for that purpose. It is not unreasonable to expect that before long the Village School-master will be as recognized a servant of the community, as any other of the servants whose remuneration is now borne amongst the authorised village charges.

These School-masters may be encouraged by kindly notice and by occasional rewards to the most deserving of themselves or of their scholars. They may be aided by the distribution of printed and lithographed books.

A series of Village School books is now in course of preparation and will shortly be circulated. They will be short, very elementary, and strictly on the system now

(78) Circular letter of 1845 —contd.

followed in all Native Schools. The series will contain instructions in mensuration according to the native method, and explanations of the form and object of the Putwaries' papers.

When these books are circulated, you will also be apprized of other measures which will be organised for the superintendence of Village Schools, much on the plan recommended by Mr. W. Adam, in his Third Report on the state of education in Bengal, furnished to the Government in the year 1838.

In the mean time it is necessary that you apply yourself without further delay to the collection of statistical details regarding the actual state of education in your district. This enquiry should embrace education in all its branches—the lowest and the highest.

It is important that the information should be furnished in an uniform manner. For this purpose 3 copies of a reprint of so much of Mr. Adam's Third Report, as shows his plan of arranging the statistics of the districts he visited, is forwarded for your information and for distribution to your subordinates. Your report will be drawn up as nearly as may be convenient on this model, but you will consider the district as divided into Pergunnahs rather than into Thannahs, which are the local sub-divisions of a district best known in Bengal. I am further desired to furnish you with the following instructions as to the method in which the information may be collected.

The Revenue Officers of the Government are the persons, whom you will naturally employ as your agents. Directions for the guidance of the Tahsildars have been compiled, as well as a translation of so much of Mr. Adam's Report as will apprize them of the object in view, and several copies are herewith forwarded to you for distribution.

You will first draw up in your own Office for each Pergunnah a return of the form annexed, filling in from the Settlement records the names of all the Mouzahs, arranged according the Persian Alphabet, their Jumma, and Population. Where there are no schools in a Mouzah, the line assigned to that Mouzah will remain blank; where there are more schools than can be conveniently shown in the allotted space, the detail will be separately given in a supplemental return, to which reference will be made on the face of the statement.

It is essential that every Mouzah be entered in the statement in order that no one be overlooked.

When you received back the statements from the Tahsildars, you will not adopt them, till you are quite satisfied of their correctness. You will easily test them by independent enquiries made by any trustworthy person in your office, regarding

several entries taken at random throughout the whole. During the frequent visits to the several parts of your District, made by yourself or your subordinates, you will ascertain the accuracy of the returns by personal enquiries. It is impossible that, with ordinary care, your return should be otherwise than correct. (78) *Circular letter of 1845* —concld.

The Lieutenant-Governor will feel gratified by any remarks or suggestions which you may make on the subject, when you furnish the report.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed) J. THORNTON,

Secretary to the Government, North-Western Provinces.

GENERAL DEPARTMENT,

Agra, June 1845.

(79) *Letter dated 2nd September 1844, from the Government of the North-Western Provinces to the Reverend J. J. Moore.*

SIR,

I am desired to inform you that the Lieutenant-Governor has been pleased to appoint you Curator of School Books, in the North-Western Provinces and to attach to the appointment a salary of 200 Rupees per mensem, which is to cover the cost of establishment and contingencies. (79) *Appointment of the Rev. J. J. Moore.*

It will be your primary duty to keep yourself informed of all School Books, English, Oriental, and Vernacular, which may be commonly in use in the schools in these provinces, or may be compiled for use in India. With this respect, your first care will be to prepare a Catalogue Raisonnée, giving all necessary particulars regarding the authority and contents of the book and also shewing where it is to be procured, and in what numbers. This list should be printed and published and additions periodically made to it.

In English, the Catalogue need only specify those books which have been prepared for the use of schools in this country, and are in common demand.

In the Oriental learned languages, Sanskrit, Arabic and Persian, in like manner, it will only be necessary to mention those printed books which are most in demand in the Colleges and Schools in these Provinces.

In the vernacular languages, Urdoo and Hindee, the Catalogue should be as complete as possible and should shew all that has been done to provide printed

(79) Appointment of the Rev. J. J. Moore—concld.

books, capable of being used in the Education of the people. The arrangement of your Catalogue should be methodical, and all classes of literature should be included. The notices of books should be full, and the information regarding them so complete, as to enable a person consulting the Catalogue, to form an opinion regarding the book, and learn where he can obtain it.

You will also consider yourself a general referee on the subject of school books, for all persons connected with education in these provinces, and will use your best exertions to assist them in the supply of their wants. All your letters on the subject will be franked from this office, and the postage of any letters that may happen to come to you, bearing, will be paid from the contingent expenses of this Office.

The Lieutenant-Governor will be always prepared to receive from you proposals for printing new books or reprinting standard books, and will occasionally apprise you of what may be found requisite in this respect. Your residence at Agra will enable you to make and receive communications without the formality of Official correspondence.

I have the honor to be, etc.,

(Signed) J. THORNTON,

Secretary to Government, North-Western Provinces.

AGRA,

The 2nd September 1844.

(80) *Letter, dated the 18th November 1846 from the Government, North-Western Provinces to the Government of India.*

(80) Mr. Thomason's scheme.

I am desired to request that you will submit for the approval of the Right Honourable the Governor General the annexed plan No. 80a for the foundation of village schools throughout these provinces.*

[The views of the Honourable Court of Directors on the peculiar features of Mr. Adam's proposal, are explained in the following Paragraph of their letter No. 3, dated February 23rd, 1842.

*The scheme proposed in the following letter, as well as the enquiries, the result of which has been given in the preceding memoir, were suggested by the reports on the state of education in Bengal and Behar, compiled by Mr. Adam in 1835-8.

"Mr. Adams expresses his opinion that existing native institutions are the fittest means to be employed for raising and improving the character of the people and that to employ those institutions for such a purpose is the simplest, the safest, the most popular, the most economical, and the most effectual plan for giving that stimulus to the native mind, which it needs on the subject of education, and for eliciting the exertions of the natives themselves for their own improvement, without which all other means must be unavailing. Government should do nothing to supersede those exertions, but should rather endeavour to supply the means for making them more effectual. In this principle we most fully concur."]* *(80) Mr. Thomason's scheme—contd.*

The proposed scheme contemplates the endowment of a school in every village of a certain size, the Government giving up its revenue from the land, which constitute the endowment, on assurance that the zemindars have appropriated the land for the purpose of maintaining a school-master.

* * * * * * *

An endowment in land is preferable to a money payment, because it gives greater respectability of station than a pecuniary stipend much exceeding the rent of the land, and because it connects the school-master with the community in a way which renders his services more acceptable to them than if he were the paid servant of the Government.

A jaigheer of from 5 to 10 acres of land will give a rental varying from 20 to 40 rupees per annum. This is in itself small, but for the jaigheer of a village servant, it is handsome. In 47 villages of one pergunnah of zillah Agra the average holding of each proprietor is less than 15 acres, and on this they have to pay the Government assessment. Besides this, it is not desired that the endowment should constitute the sole means of support for the village school-master. He will still receive presents and fees in money, food and clothes, as is now usual, even if he do not receive a regular fixed payment from some of his scholars. All the statistical returns of the emoluments of school-masters show that their present emoluments are very small so that the addition of an endowment of 5 acres would place them in a state of comparative wealth.

* * * * * * *

The number of villages containing not less than 200 houses is about 5,440, and if endowments were only given in villages of that size the maximum contribu-

* The portion within brackets is a foot-note in the original.

(80) Mr. Thomason's scheme— concld.

tion of the state would be reduced to a sum varying from 54,400 to 1,08,800, or from about 2 annas to about 4¼ annas per cent. on the whole land revenue.

* * * * * * *

It is the standing reproach of the British Government that whilst it continually resumes the endowments of former Sovereigns, it abstains from making any, even for those purposes which it consider most laudable. The present measure will in some degree remove this reproach and that in a manner most acceptable to the people at large.

As however the measure does involve the sacrifice of some portion of the revenues of the state, it is necessary that it should receive the sanction of the Supreme Government, and for that purpose it is submitted for the approval of the Right Honorable the Governor General.

I have, etc.,

(Signed) J. THORNTON,

Secretary to Government, North-Western Provinces.

HEAD QUARTERS,

The 18th November, 1846.

(80a) *Scheme for founding Village Schools.*

(80a) Mr. Thomason's scheme.

Whenever the Zemindars and majority of the respectable inhabitants in any mouzah which contains 200 houses shall wish to establish a school in their village, and permanently to endow it with a jaigheer for the school-master, containing not less than 5 acres of land, they shall state their wishes in a written representation to the Collector of the district, and shall specify the lands which they wish to set apart as an endowment.

The Collector on receiving this application shall satisfy himself of the sincerity of the desire on the part of the applicants, and of the reality of the proposed endowment, and shall then recommend to Government through the usual channel the remission of the public demand on the lands so appropriated, calculated in the mode specified in para. 29, Circular Order of Sudder Board of Revenue No. IV.

The nomination of a school-master shall rest with the Zemindars and principal residents of the mouzah, but no person shall be appointed school-master unless he

fully understands and is able to explain and give instruction in Ram Surrun Doss' four elementary books, both Oordoo and Hindi. The Collector shall satisfy himself of the extent of these acquirements before he sanctions the appointment. *(80a) Mr. Thomason's scheme—* concld.

The Collector, or his Deputy, or Assistant, or any other person specially appointed by the Government for the purpose by public Notification in the Gazette, shall be empowered to visit these schools, and to ascertain that the endowment is faithfully appropriated to the support of the school-master, and that the school-master so appointed continues in the active and efficient discharge of his duties.

If the visitor considers the school-master to have become inefficient or neglectful of his duties, he shall call on the Zemindars and other respectable residents to discharge him, and to nominate another qualified person. If the villagers will not accede to this requisition he shall be competent, with the concurrence of the Commissioner, to resume the land for Government, and to levy from the village the amount of the original assessment.

(Signed) J. THORNTON,
Secretary to Government, North-Western Provinces.

(81) *Letter, dated the 19th April 1848, from the Government of the North-Western Provinces to the Government of India.*

I am desired to acknowledge the receipt of Mr. Under-Secretary Edwards's letter dated October 25th last, forwarding an extract (paras. 9-13) from the Hon'ble Court's despatch No. 20, dated August 25th 1847, which contains their sentiments on the proposal for the formation of village schools, set forth in my letter, No. 1089 of November 18th, 1846. *(81) Mr. Thomason's revised scheme.*

The Hon'ble Court recognise " the necessity for giving some powerful impulse to elementary education in the North-Western Provinces," and are " prepared to sanction the adoption of some more comprehensive plan of extending and improving the means of popular instruction throughout the country.

* * * * * * *

The Lieutenant-Governor is too thankful for the liberality of these concessions to lay any stress on the rejection of his particular scheme. He has set himself with earnestness to devise a plan which shall meet the Hon'ble Court's wishes...... The result will be found embodied in the scheme separately appended to this letter.

(81) Mr. Thomason's revised scheme —contd.

The scheme therefore only contemplates the establishment of one Government school, and that as it were a model school, in each tahseeldaree, and providing a powerful agency for visiting all the indigenous schools, for furnishing the people and the teachers with advice, assistance and encouragement, and for rewarding those school-masters who may be found the most deserving. In the latter provision may probably be found the means hereafter for affording a certain remuneration to the successful village teachers. A certain payment for all pupils, who regularly attend, or who reach a certain standard, may be hereafter promised, but it would not be expedient definitely to fix this point in the present stage of the proceedings.

The following is an estimate of the expense which will be involved in the introduction of this system in the 31 districts which form the old acquired territory of these provinces,—

	Rs.
1 Zillah visitor	150
3 Pergunnah visitors at 30	90
6 Tahseeldaree school-masters at 15	90
Total per mensem for each district	330
Or per annum	3,960
Add for rewards	540
*Total for each district	4,500
Total for 31 districts	1,39,500
Add 26 district schools where there are no colleges at 2,400 per annum each	62,400
Company's Rupees	2,01,900

But this is the total, which is to be eventually reached, when the scheme is complete. The scheme is not at present sufficiently matured to admit of its general introduction nor can the fitting agents be at once found. All that the Lieutenant-Governor at present asks is the power to introduce it into eight districts, which he may select. This will involve an expense not exceeding 36,000 rupees per annum. The actual sum expended for promoting vernacular education on this scheme in the 8 districts should be charged in each month, within the above limit, which will not be reached for some time.

But it is evident that this scheme will depend for its efficiency upon the activity and the discretion with which it is superintended. There must be some officer

* There are on an average about 6 tehseeldarees to every district.

who will visit the interior of the several districts, will be himself in constant communication with all the Zillah and Pergunnah visitors, and will combine the operations in the different zillahs, and see that the whole are carried on consistently and vigorously. The Government itself cannot do this, nor can the local officers, for they act separately each in his own district, where many other more important operations constantly occupy their attention. There must be a separate supervising officer in order to ensure proper care, and that officer must at first at least be a Civilian of talent and experience, because the success of the scheme depends on the possession of a good acquaintance with the land-revenue system, and upon that influence whic' a Civilian always carries with him in this country.

(81) *Mr. Thomason's revised schem —contd.*

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The Lieut nt-Governor desires me to add that in anticipation of the Courts sanction, he h already incurred some expense in measures of this nature in the immediate neig rhood of the Colleges of Benares, Agra and Bareilly, and in communication wi n the Local Committees in those districts. Although these operations have been on a more limited scale than are proposed in this letter, they yet have intrench d very considerably on the limited funds at his disposal for the purposes of educa ion in these provinces, so far indeed as to exceed the stated monthly income. If his iews as now set forth meet the approval of the Right Hon'ble the Governor General in Council, he hopes that authority may be granted for relieving the education fund from all charges on this head during the current official year of 1847-48.

As regards moreover the proposal for the appointment of a Visitor General, it is hoped that in the event of this involving a reference to the Hon'ble Court of Directors for sanction, the Lieutenant-Governor may be allowed at present to appoint an officer to officiate in that capacity with the proposed travelling allowance, leaving his ultimate appointment to depend on the Hon'ble Court's determination.

The proposals then to which the approval of the Right Hon'ble the Governor General in Council is now solicited are these ;—

First.—Sanction to an expenditure not exceeding 36,000 rupees per annum, for the promotion of the proposed plan of vernacular education in eight districts.

Second.—Permission to charge to the general finances the sums which have been already expended during the current year for this purpose from the Education fund.

(81) Mr. Thomason's revised scheme —contd.

Third.—Authority to appioint a Civilian to be Visitor General of Government schools, either permanently on a salary of 1,000 per mensem, and travelling allowances at 8 annas a mile or temporarily on a deputation allowance corresponding with that amount of fixed salary.

I have, etc.,

(Signed) J. THORNTON,

Secretary to Government, North-Western Provinces.

AGRA,

The 18th April, 1848.

(81a) Scheme for promoting vernacular education in the North-Western Provinces.

1. The establishment for each district shall be,—

	per mensem. Rs.
1 Zillah visitor with a salary of from	100—200
1 Pergunnah visitor for every 2 tahseeldarees, each receiving from .	30—40
1 School-master in each tehseeldaree receiving from . . .	10—20

2. The Zillah visitor should be conversant with the Hindee and Oordoo languages, so as to be able to read and write them with ease, and to be familiar with the books ordinarily read in them. He should also be acquainted with either Persian or Sanskrit. He should understand the mode in which a settlement misl is compiled, as also Putwarees' accounts, and Arithmetic, and land mensuration, as practised by the natives.

3. The Pergunnah visitors and school-masters must know Oordoo and Hindee and be familiar with Ram Surrun Doss' four books, as also with the usual elementary books in those languages.

4. The School-masters shall be entitled to receive from their scholars the usual fees paid in the district, over and above the money allowance from the Government.

5. The school-masters and the pergunnah visitors shall be chosen as much as possible from persons resident in the neighbourhood. Those who have local influence and a well established reputation should be preferred.

6. The Pergunnah visitors should visit at least twice in the year all the principal villages in their district, and especially every one in which there may be schools. They should try to induce the people to establish schools and should examine those schools which exist, and ascertain the qualifications of the teachers, and the progress of the pupils, reporting upon them to the Zillah visitor. They should also

instruct the village teachers in the best mode of teaching, and they should assist them to procure books and other materials for their schools.

(81) Mr. Thomason's revised scheme—concld.

7. The Zillah visitor should inspect every considerable school at least once in the year. He will receive the reports of the Pergunnah visitors, and assist them. He will superintend the tahseeldaree school-masters and will see that they perform their duty.

8. The sum of about 500 rupees in each year shall be at the disposal of the Zillah visitor to give in rewards to the most deserving of the village teachers.

9. No village teacher will be compelled to receive the visits of either the Pergunnah or Zillah visitor, contrary to his wish, but where these visits are declined the visitors will ascertain the circumstances of the school from such source of information as are open to him, and will mention them in his report. No village teacher who declines the aid of the visitor will receive any reward.

10. It will be the duty of Zillah and Pergunnah visitors to conduct themselves with the greatest courtesy and conciliation both to the people at large and to the village teachers. They will carefully avoid any thing which may offend the prejudices, or be unnecessarily distasteful to the feelings of those with whom they may have communication. Their duty will be to persuade, encourage, assist, and reward, and to that duty they will confine themselves.

11. The Zillah visitor will be agent for the sale of school books, of which he will receive supplies from the Curator of school books at Agra. He will be responsible for the safe custody of the books and the realization of the price, and he will receive a commission of 10 Rupees per cent. on all the sales which he may effect.

12. The Zillah visitor will report annually on the state of education in the Zillah to which he is appointed, giving the several particulars which are required in the tables regarding the statistics of education furnished to the Government, and noting all facts that may come to his knowledge, which throw light on the progress of education among the people.

13. When education has sufficiently advanced in any district to afford hope that a Zillah school at the Sudder station will be prized, and will prove beneficial, a grant not exceeding 200 rupees per mensem will be made to aid in the establishment of such a school; but fees will be demanded from all scholars who may attend it.

(Signed) J. THORNTON,

Secretary to Government, North-Western Provinces.

(82) Despatch of 3rd October 1849.

(82) Despatch, dated 3rd October 1849, to the Government of India.

1. We now reply to your letters dated, 2nd September, No. 47, 1848, and the 7th October, No. 50, 1848.

2. The first of these despatches relates to the plan proposed by the Lieutenant-Governor of the North-Western Provinces in conformity with the opinion expressed in our Public Letter of the 25th August, No. 20, 1847, for prompting the education of the agricultural classes of the people in reading and writing, with some knowledge of arithmetic and mensuration.

3. The arrangement now proposed by the Lieutenant-Governor contemplates the establishment of one Government school in each tahseel to serve as a model to the native village school-masters, and the institution of an agency for visiting the village schools, and assisting and advising the native school-masters and rewarding the most deserving. The establishment he suggests for these purposes in each district consists of—

Letter from Secretary to Government, North-Western Provinces, to the Secretary to the Government of India, Home Department, 19th April, 1848, para. 16.

	Rs.
1 Zillah visitor at per month	150
3 Pergunnah visitors at 30	90
6 Tahseeldaree school-masters at 15	90
Monthly establishment	330
Or per annum	3,960
Add for rewards	540
Total for each district	4,500

There are 31 districts in the North-Western Provinces, but the Lieutenant-Governor proposed in the first instance to limit the plan to eight districts, making a total annual charge of 36,000 rupees. To these arrangements you recommend that our sanction should be granted. To this we give our assent.

The appointment of a Civil Servant to act as Visitor General, proposed by the Lieutenant-Governor of the North-Western Provinces, you have hesitated to recommend. We are disposed to admit the necessity of properly qualified superintendence to give regularity and consistency to the whole, and we should prefer, in the first instance at least, a well qualified Civil Servant being appointed temporarily on an adequate deputation allowance. Should it, however, be found that the services of a Civilian of talent and experience can not be obtained on such remuneration as it might be advisable to grant for this purpose, we leave it to your discretion to

select a Visitor Inspector General from any other class of our servants on a moderate allowance. *(82) Despatch of 3rd October 1849*—concld.

Provided, therefore, the expenditure be kept within the limit stated, which in round numbers may be called 50,000 rupees per annum, we are willing thus to sanction the proposition of the Lieutenant-Governor.

We are, etc.,

(Signed) A. GALLOWAY.
JOHN SHEPHERD.
C. MILLS.
R. CAMPBELL.
RUSSELL ELLICE.
ROSS D. MANGLES.
J. W. HOGG.
W. J. EASTWICK.
J. MASTERMAN.
J. CAULFIELD.
F. WARDEN.
HENRY WILLOCK.
H. ALEXANDER.
JOHN C. WHITEMAN.

LONDON,

The 3rd October, 1849.

(83) *Resolution of the Government of the North-Western Provinces, dated the 9th February 1850.*

Enquiries, which have been lately instituted in order to ascertain the state of education throughout these provinces, show that the greatest ignorance prevails amongst the people, and that there are no adequate means at work for affording them instruction. The means of learning are scanty and the instruction which is given is of the rudest and least practical character. *(83) Resolution of 9th February 1850.*

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There will be a Government village school at the head-quarters of every Tahseeldar. In every two or more Tahseeldarees, there will be a Pergunnah

(83) Resolution of 9th February 1850—concld

By order of the Hon'ble the Lieutenant-Governor of the North-Western Provinces.

(Signed) J. THORNTON,

Secretary to Government, North-Western Provinces.

(84) Extract from Mr. Thomason's minute dated the 7th May 1841.

(84) Mr. Thomason's minute of 7th May 1841.

The state of the population at Delhi and at Agra is very different. At Delhi there is a large, intelligent, haughty, but indigent Mahomedan population, well able to profit by instruction and capable of estimating its value, but unable to defray the expense of its acquisition. Agra, on the contrary, is a commercial town of modern growth. The respectable Mahomedans had been expelled from it by the Jats and Mahrattahs, before we acquired the country, and the persons who have since settled here have come for purposes of trade, or have been the natural dependents of a large Military and Civil station. Muttra even no longer ranks high as a school of Sanskrit literature, and the nearest schools of Arabic Science are situated in the Allygurh district. Hindi is the favourite study. The fame of the Pundit Kewul Ram has collected around him some proficients in Sanskrit Grammar and Poetry, but there are no decent Arabic Scholars, whilst the attainments of any in Persian or Oordoo are very low.

If a high standard be fixed for the Scholarships, the grant will remain a dead letter. Only three or four have yet been found able to pass the standard required in the notification for the temporary smaller provision of 3 rupees per mensem, to enable them to study for the September examination.

In the arrangements for the Classes, and the construction of the building, the Agra Institution possesses many advantages, bearing in mind that it works on a less educated and intelligent people than the Delhi College, its effect will probably be greater and more beneficial.

(85) Extracts from Mr. Thomason's minute dated the 8th April 1841.

(85) Mr. Thomason's minute of 8th April 1841.

I proceed to lay before the members of the General Committee, the result of my visit to Dehli, for the purpose of enquiring into the state of the Oriental College at that city.

* * * * * * *

The Native population is by no means in a fit state to contribute anything of themselves towards the support of an institution of this sort. They have always

been accustomed to consider these Colleges as eleemosynary institutions for poor scholars. The sons of the more wealthy persons have paid for private tuition, or may have been drawn to occasional attendance in such Colleges by the fame of some eminent teacher, from whom they could not otherwise obtain instruction. But Oriental Colleges have never been like the corresponding institutions in our native country, where all classes of society assemble and enter into general competition.

(85) Mr. Thomason's minute of 8th April 1841.

The feelings of a people are not easily changed, and it may be questioned whether our own proceedings towards this institution have been likely to produce any considerable alteration in their ideas. It has now been in existence only 16 years, and during that time numerous plans and systems have been successively tried, more especially as regards the means for drawing students to the College and attaching them to it. Latterly all stipendiary payments, whether for mere support, or as rewards of successful exertion, have been discontinued, and the College has consequently sunk to its lowest state.

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Ghazee-ood-deen's Madrassah, where the college is at present fixed, is an imposing building, and not ill adapted simply for a Native Institution. It is, however, unfortunately situated far from the European Station, and cannot without difficulty and expense be rendered suitable for the accommodation of the English Institution. It is of the greatest importance that the two should be brought together to the same place. Both will then be immediately and constantly under the eye of the Principal, and great faciliities will thus be afforded for the simultaneous acquisition of Oriental and European learning, which may be expected to exercise a salutary influence over the former. The Executive Engineer is deliberating with the Principal on the best means of altering the building, so as to adapt it for the reception of the English Institution. If it ultimately prove that this can not be done, I am of opinion that it would be better to desert Ghazee-ood-deen's Madrassah, and erect an entirely new building some thing on the plan of the edifice at Agra.

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(86) *Extract from the minute of Mr. Thomason, dated the 18th October 1841.*

Sanskrit Scholars are very well advanced, the Senior Pundit, Kewul Ram, and the Junior, Heera Lall, have both paid much attention to the advancement of their pupils, and they have succeeded very well. I had completed a searching examination into their attainments when the Calcutta questions were received.

(86) Mr. Thomason's minute of 18th October 1841.

(86) Mr. Thomason's minute of 18th October 1841.

The questions unfortunately turned upon points which they had not studied. The field of Sankrit Literature is a very wide one, and there are few of the learned Hindoos who aim at pre-eminence in more than a few branches. Grammar and general acquaintance with the language, are most studied here, whilst there is a class well advanced in Arithmetic and Geometry according to the Sanskrit method—to these studies they had added, at my desire, the pursuit of law.

(87) *Extract from Mr. Thomason's minute dated November 8th 1841.*

(87) Mr. Thomason's minute of 8th November 1841.

In reporting on the examination of the Agra College I have already mentioned the difficulties which struck me in the construction of the late orders of the Government regarding Scholarships, and the solution which occurred to me. The cases of Delhi and Agra are very different.

The Oriental College at Delhi has been the subject of much discussion. It occupies a prominent part in the eyes of a large and influential body of the native community, whom it is most important to convince of our liberality and sincerity. Special measures had been adopted for the restoration of the College, and inducement held out to all connected with the institution to exert themselves to the utmost. Those hopes had not been disappointed. Great and successful exertions had been made and these it would be unjust and unwise to disappoint. The construction before advocated has therefore been adopted and the whole sum of 452 rupees per mensem has been assigned away in Scholarships.

(88) *Report, dated 3rd May 1841, on the Sanskrit College, Benares, by G. T. Marshall.*

(88) Benares Sanskrit College.

In compliance with Government Orders of the 16th December last, I have the honour to report, for the information of the General Committee, that I proceeded to Benares accompanied by Joynarayan Tarkapanchanan Pundit, and with his assistance entered upon an investigation into the system of study pursued at the Sanskrit College and into the character and acquirements of the Pundits now attached to the College. I beg now to submit my Report on the subject, and at the same time, according to the wishes of the Committee, some remarks on the list of salaries which accompanied above named orders and as that list embraces the whole of the establishment of the College, I propose in my observations to follow the order observed therein. I would premise, that the mode of enquiry adopted with regard to the Pundits was to examine their Classes and during the examination of each

class to address such questions and observations to its Teachers as would give him an opportunity of shewing his acquaintance with the branch of knowledge he professed to teach.

(88) Benares Sanskrit College—contd.

It appears every way desirable that the knowledge and science of Europe should be brought within the reach of the Students of this institution ; but I believe, that for want of proper books and teachers there is no hope of effecting such an object at present through the medium of the Vernacular Dialect. I would therefore recommend that the instruction in Arithmetic and Natural Philosophy should be given in English, a measure which would tend, I think, to remedy the defect as to Vernacular Books and Teachers. Individuals who are proficient both in Sanskrit and English will, I conceive, be for sometime the only persons qualified to compose elegantly or teach efficiently in Hindi. In time, no doubt, a body of Vernacular teachers and Vernacular literature will arise, which will render the employment of English unnecessary for the communication of knowledge. Or, should the Committee have more powerful Vernacular instruments than I am aware of still it would seem advisable that the professor of Arithmetic and Natural Philosophy should be a person fully qualified to give instructions in English and he should be expected to do so in case any of the elder Students be induced by peculiar views or a particular bent of mind to resort to him for that purpose. Without this provision, this institution will, as a place of education, be comparatively useless. The class of people who attend the Hindu College (the children of strict Hindus, and many of them of families in which learning is hereditary) would as yet be prevented by prejudice from resorting to those English Schools which are open indiscriminately to all castes ; but such a prejudice ought not, under present circumstances, to exclude them from the advantages of European knowledge. At all events a qualified Teacher of Natural Philosophy will not, I fear, be found among the "Natives of Benares, and must I fancy be sent from Calcutta. Sharodaparshad, an élève of the Calcutta Sanskrit college, appears from his acquirements in Sanskrit and English to be a likely person to answer the purpose, and he is willing to accept the office —but it would be desirable that he, or any other person selected, should be subjected to an examination as to his possessing the requisite knowledge of European Science, and a similar acquaintance with the Hindi language.

* * * * * * *

In conclusion of my report, I have to observe that I was for the most part fully satisfied of the competence and industry of the Professors—and although their classes did not evince such proficiency as might be wished, still the blame of failure

(88) Benares Sanskrit College—concld.

cannot be fairly imputed either to the Professors or Students; but to want of efficient Superintendence. Had the suggestions of the Committee of Superintendence dated 17th March 1820, and the Rules enacted by that Committee on the 26th May 1820 (which have never, as far as I can ascertain, been suspended) been strictly attended to, I think the Institution would not, in spite of its disadvantages, have been now in so languishing a state. I beg to submit a copy of the rules referred to with some remarks by myself in red ink, and I would suggest that these rules or a modification of them, be ordered to be put in force. Such a proceeding would I think be attended with immediate benefit, which would probably be evident at the next examination. But the Institution will not attain to respectability and utility (inseparable qualities I conceive) until it has a good Superintendent, an admixture of something practically useful with its classical course, and above all, an assurance of the countenance and sympathy of Government, and of those immediately placed over it by Government.

It now only remains for me to acknowledge my obligations to my associate Joynarayan Tarkapanchanan, from whose learning, zeal and discretion I derived the greatest advantage.

I have the honor to be,
Sir,
Your most obedient servant,
G. T. MARSHALL.

College of Fort William,
The 3rd May, 1841.

P. S.—I recommend that the best pupils of the Smriti or Law Class be annually invited, as is the case in the Calcutta Sanskrit College, to undergo an examination by the Hindu Law Committee, in order that they may have an opportunity of obtaining certificates of proficiency in Hindi Law, and that written questions be sent up to be answered by the Candidates.

G. T. MARSHALL.

(89) *Extracts from the General Report on Public Instruction in the North-Western Provinces 1849-50.*

(89) Benares Sanskrit College 1849-50.

(a) *The Logic Class at the Benares Sanskrit College.*

"Among the advantages that may eventually attend the establishment of this Class, we may look for the means of removing those discrepancies of opinion

which at present exist in Europe with regard to the Logic of India. The Logic of India has not yet been exhibited to the learned of Europe in a way that does it justice. The differences of opinion in Europe on the subject suffice to show that further enquiry is necessary, and how valuable an auxiliary in regard to such an enquiry a class of Pundits thoroughly well versed in European Logic as well as in their own, would prove, it would be superfluous to argue. One subject of discussion in the Class, for example, was furnished by a paper of enquiries sent from Scotland by one of the most celebrated metaphysicians of the day, who found himself at a loss in regard to certain points in the Logic of India, which Colonel Vans Kennedy represented differently from Mr. Colebrooke. His rejoinder to the reply sent to him may be expected to furnish additional subjects of interesting discussion in the Class. And is it too much to expect that an occasional interchange of opinions such as the present—whether the occasion be invited or only welcomed when it offers—with philosophical enquirers beyond the Ocean, should give something of an expansive influence on the minds of our pundits, too much disposed, as they are, to think that all philosophy is a monopoly of their own—a product indigenous to India alone ?" *(89) Benares Sanskrit College, 1849-50—concld.*

(90) Extracts from the Report on Public Instruction in the North-Western Provinces, 1850-51.

(a) The Sanskrit Department at the Benares Sanskrit College.

In addition to the regular branches of Sanskrit learning studied in the College, the Logic of Europe continues to be taught by the Nyaya Pundit, and European Astronomy, Mathematics, and Mechanics, by Pundit Bapu Deva. A tolerable telescope having been lately procured, the Pundit has been able to show to his pupils some of the celestial phenomena which they knew previously by description. In particular, he had a good opportunity of exhibiting the planet Venus when reduced to a very slender crescent. It was interesting to observe the surprise depicted on the faces of a large party of Astronomers, congregated on the lofty roof of the Pundit's house in the city, as each one saw the star developed into its crescent form. The moon happened fortunately to be close by, presenting an exact repetition of the form upon a large scale, and leaving no room for doubt as to the real cause of the phenomenon. Bapu Deva's pupils appeared in high spirits on the occasion, and quite delighted at being able to give this ocular demonstration of the correctness of their College class-books to their less enlightened and not a little astonished *(90) Benares Sanskrit College.*

(90) Benares Sanskrit College—concld.

friends among the Astrologers of the city. We shall, I hope, be able to employ the telescope frequently to demonstrate the accuracy of the Astronomical predictions of Europe, by referring to the table of the relative positions of Jupiter's moons, and letting the doubter select, a month or two in advance, the arrangement of any given evening to be tested. I am sorry that the want of appliances prevents at present our bringing the Experimental divisions of Physical Science more prominently forward in the Sanskrit Department. We shall have more conveniences for this in the new College building."

(b) *The Anglo-Sanskrit Class at the Benares Sanskrit College.*

The progress of the English class of Pundits is to me most gratifying. With their aid, I now hope to effect much that I could not have hoped to effect without it. Aided by these men, I shall now listen with simple disregard to the discouraging reiterations of those, who insist that the truths of Science and of Philosophy cannot be communicated to the Hindoos, without the use of words which would go to barbarize their languages—as if a language richer in roots than any European one and far more finely organized, could not supply as many available terms as if Sanskrit needed instruction at the hand of its grand-child, the Greek. To render intelligible our plan of operations for the next Session, I may remark that my first attempt to open a communication with the frequenters of the Sanskrit College, was made in the shape of a set of lectures on the Circle of the Sciences. The Sanskrit version of these lectures was carefully revised by Pundit Bapu Deva, whose rendering of man of the scientific terms was most felicitous. I learn that these renderings have been incorporated into the English and Sanskrit Dictionary now preparing by Professor Monier Williams, for the use of the College at Haileybury. In those portions of the lectures which related to Sciences which this Pundit had not studied, we were less successful than in the others.

(91) *Report on Vernacular Education in the North-Western Provinces by Dr. F. J. Mouat, June 4th, 1853.*

(91) Dr. Mouat's report, 1853.

The history and progress of vernacular education in the North-Western Provinces, is told with so much minuteness and accuracy in the reports published at Agra and more especially those of Mr. Reid, the Visitor General, as to render it unnecessary for me to dwell upon the detailed particulars connected with its organisation and working.

It is based upon the revenue system of the Provinces under the Agra Government—confessedly the most complete and perfect in India, and its object has been to work out a scheme of national instruction founded upon the indigenous efforts of the people themselves. The prejudices that had to be overcome, and the difficulties which encumbered the path of a more systematic order of general instruction among a singularly suspicious, benighted and bigotted population, rendered it absolutely necessary to construct the novel scheme upon the pre-existing base so as to work with materials already familiar to the people, and thus startle them as little as possible with strange objects or innovations.

(91) Dr. Mouat's report, 1853.

The result in my humble estimation has been eminently successful, as I shall now proceed to show.

My first contact with a Tehselee School occurred in the village of Roorkie, immediately adjoining the magnificent Canal works. Accompanied by Captain Oldfield the Principal of the Engineering College, I rode over one morning, quite unexpectedly, to see the system in its working dress stripped of any of the gloss that might have been thrown over it, had the visit and its object been known to or suspected by the master or pupils. The school is beyond the circle of the Visitor General's district, its master is of the old régime and not particularly bright or intelligent, he is also deaf, almost a fatal defect in an instructor, and yet the state of the institution was so creditable, as to show that a system must be good which produces superior work with inferior instruments.

The school is held in a neat, open, small puckah building the pupils sitting upon mats on the floor. The walls were hung with maps in the Hindu and Persian characters, and a black-board was at one end of the apartment.

The ages of the scholars, as might have been expected, varied considerably, as did their attainments, but there was an order, regularity and earnestness about them not to be seen in the old indigenous schools.

The pupils exhibited in examination a fair elementary knowledge of arithmetic, and geography, were able to trace the course of rivers on maps and to indicate the most important towns situated on them. Some of them demonstrated with quickness and correctly, problems from the portions of Euclid read by them, and most of them read with ease simple prose compositions in Urdu and Hindee. They also write tolerably well and quickly. The attendance seemed on the whole to be good and the school to be popular as well as useful. It is carefully watched over by Captain Oldfield, and is decidedly better than any purely vernacular school I have seen in Bengal.

(91) Dr. Mouat's report, 1853.

Most opportunely there was on the opposite side of the street an indigenous vernacular school busily employed in the laborious physical exertion of shouting out certain arithmetical tables with the whole power of the small lungs of the Urchins.

Upon visiting it the utmost difference was at once perceptible between it and the well ordered institution over the way. The bright eyed little fellows were squatted upon the clay floor, without order or regularity, and were repeating on a long, long chorus what was first uttered with a strong nasal twang by the master. Arithmetic was the only branch in which they exhibited any degree of proficiency, and in this one or two small boys worked out puzzling additions and multiplications of odd and fractional numbers with wonderful quickness and facility, but it was evidently a mere laborious effort of memory without any attempt to expand the intellect or to educate the senses. Of geography, geometry or anything else they seemed to know nothing whatever.

The next tehselee school I saw was at Alighur where the Visitor General kindly collected for me some hundred pupils from the district, some of them from tehselee and the remainder from ordinary indigenous vernacular schools, which had submitted to visitation, and had been brought directly under the operation of Mr. Reid's system.

The zillah Visitor was present, and also one of the purgannah inspectors, so that I here enjoyed the advantage of a complete general review of the new and old systems at the same time.

During my long connection with education in India, and familiarity with the attainments and appearance of the pupils of all castes and classes, I never witnessed a more gratifying and interesting scene.

Each school read and explained in succession passages from the vernacular readers prepared for them; answered questions in geography, exhibited a most creditable knowledge of the statistics and topographical features of their own districts and displayed a quickness and accuracy in answering exceedingly difficult questions in geometry and arithmetic, which I have never seen surpassed by boys of their age, for the majority of them were young. The spirit of emulation was so strong among them that they worked against each other and in an incredibly short period, produced accurate, well written answers on their slates. Some of them felt agrieved at not being more minutely and separately questioned, clamouring for a more searching examination and the general cry from all was for more books. They had passed the standard fixed for them and were earnestly anxious to advance further.

I examined minutely the tabular statements of the Visitor and am satisfied that they are drawn up with much care and are in general most trustworthy and accurate. *(91) Dr. Mouat's report, 1853.*

All the boys were at last told to compose a letter to their parents or friends descriptive of the day's proceedings and many of them wrote a few simple sentences on the subject that were by no means inaccurate or inappropriate.

The difference between the new and old schools was nearly as striking as at Roorkie except that the boys of the latter were able to read and write.

At Agra I visited Mr. Reid's normal school or Central Institution as I believe it is called. As a training school for vernacular master, I expected to find a much higher order of instruction and acquirement here and was not disappointed ; although comparatively in its infancy and containing by no means selected materials its success has been decided and complete.

In reading, writing, arithmetic, algebra, geometry, geography and history, the boys were not only well taught but had attained a larger amount of proficiency than will for some time be required in teaching the pupils of the tehselee schools to which they will hereafter be attached.

The zillah visitor of the Agra division, whom I saw in this school, is evidently an able officer, and the pundit a very superior man of his class. I was less favourably impressed with the Persian Teacher, who is not equal in energy or attainments to his co-adjutors. The pupils were clean, orderly, earnest and attentive, and in every way superior to the indigenous native teachers who have no other training than that graphically described in Mr. Reid's reports. It is impossible to exaggerate the amount of beneficial influence that will be produced by the dispersion of such a body of teachers throughout the North-Western Provinces.

The only additions to the existing plan that I would venture to suggest are the following :—

First.—The building of a model school house in Agra in which the arrangements of classes, studies, registers of attendance, etc., should be so managed that the normal students may carry away with them a knowledge of as complete a system of management in those important particulars as can in present circumstances be attained.

Second.—As soon as the normal students have passed through the course of study indicated for them they should in turn be put in charge of the studies of the younger pupils and practically taught under the eyes of their own teachers the duties of their future office.

(91) Dr. Mouat's report, 1853.

The Agra tehselee school might probably be converted into a model school for this purpose without any diminution of its present efficiency.

From the above brief record of the result of my inspection of the vernacular school referred to it will be at once apparent that the scheme and manner of working it, meet with my entire approval. It is quite possible as time runs on and more experience is acquired that, improvements may be introduced in the details of the system and that in many cases the elementary instructions of the present generation may be succeeded by a higher order of acquirement. But it is no small praise of a great plan of national education which has barely completed the third year of its existence, to record, that it has not only fully and fairly attained the objects for which it was designed as far as its limited trial will admit of, but has already actually outrun its own means of Extension for want of books and instruments of a higher order than those now in use.

In the second year of its trial in the eight experimental districts sanctioned it has raised the number of boys receiving a sound elementary education from 17,000 to 30,000, has thrown into the schools between 30 and 40,000 school class books of a better kind than those heretofore in use; and had given such an impulse to the course of vernacular education as can not fail in a very few years, to produce the fruits that invariably result from a spread of knowledge in the right direction. From having witnessed the utter failure of the scheme of vernacular education adopted in Bengal, among a more intelligent docile and less prejudiced people than those of the North-Western Provinces, I am much more struck with the real solid advance and firm root taken by Mr. Reid's system than he appears to be himself in the modest estimate of its merits and measure of success recorded in the 158, 159 and 160th pages of his second report.

The mention of the name of the Visitor General leads me to record the very high estimate that I formed of the energy, zeal, ability and rare tact and discretion with which he has worked out his scheme. His enlarged and liberal views, well stored mind and indomitable perseverance have accomplished more in three brief years than a century of less active and well directed exertion would have attained.

I am convinced that the scheme above referred to, is not only the best adopted to leaven the ignorance of the agricultural population of the North-Western Provinces., but is also the plan best suited for the vernacular education of the mass of the people of Bengal and Behar.

It can be efficiently worked out at a smaller cost than any other scheme, it contains nothing to shock the prejudices or rouse the passions of an ignorant people,

it includes in its practical introduction an admirable system of check and supervision and its whole organization is so simple and complete, as in my humble estimation to merit immediate extension in the North-Western Provinces and gradual introduction into Bengal and Behar. *(91) Dr. Mouat's report, 1853.*

(Signed) F. J. MOUAT,
Secretary, Council of Education.

(True copy)
W. MUIR,
Secretary to Government, North-Western Provinces.

CALCUTTA,
The 4th June 1853.

(92) *Resolution on the General Report on Public Instruction for 1853-54.*

The Hon'ble the Lieutenant-Governor* proceeds to record the few remarks which seem to be immediately called for a review of the comprehensive and valuable report furnished by the Secretary to the Council of Education in Calcutta, of the result of his enquiries and observations on his inspection of the most important institutions of education in the North-Western Provinces. *(92) Resolution of 1854.*

Second.—It is not on this occasion necessary, nor would it be attended with practical advantage, to follow that report through its detailed notices and comments on the several institutions to which it refers. These comments will have careful attention as the annual reports of the condition and operations of the College, during the past year, came separately forward for consideration. His Honour has recently had opportunities of inspecting the Benares and Agra Colleges, and he intends shortly to examine the institution at Roorkee, where, doubtless much remains to be done, in order to secure for the pupils the utmost degree of useful instruction, or suitable experimental training for the different branches of employment, in connection with the Department of Public Works, in which their services will be required.

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Fourth.—The result of the enquiries which the Lieutenant-Governor has already made, has abundantly shown him, that the first great object

* J. R. Colvin.

(92) Resolution of 1854.

of effort in the Anglo-vernacular Institutions of these Provinces, is (as is indeed strongly indicated in the report under consideration) to give an accurate, elementary, and grammatical knowledge, and a ready, correct, and idiomatic use in writing and in speech, both of the English and Oordoo languages. Till these media of thought and expression are thoroughly mastered, so as that the meaning of passages of some scope and difficulty in an English author can be clearly understood by a student, then adequately rendered by him, in appropriate words, in this own Vernacular tongue, and then again stated by him in English with a fair amount of purity, aptitude, and precision, he must be regarded as essentially wanting in the knowledge upon which every sound superstructure of higher acquirement must be raised, and which, in itself, will be of the greatest value to him in the pursuits of his after-life.

Fifth.—The immediate attention of the Government will, therefore, be given to perfecting, as far as it can find the means, all grades of the Junior instructive establishments of the Colleges, so that the students may go up fully prepared to benefit by the teaching of the able Officers who discharge the superior duties of Principal, or, if they leave the Institutions (as many of them do) before they reach to the highest classes, that they may have the qualifications which will be most prized, whether in a public or private career, and which may best enable them to prosecute, by their own exertions, any subsequent course of self-improvement.

Sixth.—His Honour is satisfied that for the present, and until a much more correct and free knowledge of the English language becomes general, the course of studies in the Colleges in the North-Western Provinces, must be kept within a comparatively limited range.

Seventh.—It would as yet, consequently, be premature to act upon Dr. Mouat's suggestions for the adoption of a common course of study in the Colleges under this Government and in Bengal; nor could the season of examinations be made the same. It is understood that the examinations of the Bengal Colleges, are now held in the 1st half of April, and that the long vacations taken by the scholars and teachers, after their close, or during May, and part of June. His Honour concurs on this point with the late Lieutenant-Governor, whose opinion respecting

it is of great authority, that it is far better to have the examinations in this Division of the Presidency, as at present, during the cold weather. *(92) Resolution of 1854.*

Eighth.—A scheme of studies, prepared by the Principals of the North-Western Provinces Colleges, was submitted by them to the Government in March 3rd, 1853, and has received the Lieutenant-Governor's attentive consideration. He is clearly of opinion that it must be subjected to revision, with a view to its being made more easy and practical and more a moderate in extent. Separate instructions are issued on the present date upon this subject.

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Tenth.—The Government has, it should be here recorded, a scheme under preparation, for obviating, as far as practicable, one of the greatest difficulties with which the Colleges in the North-Western Provinces have to contend, namely, the want of an adequate supply of duly qualified teachers for the Junior classes. It is the intention also of the Lieutenant-Governor to require, that all the teachers of the English classes, of whatever grade, shall apply themselves, as a condition of their appointments, to acquire a free and copious use of the Oordoo language, without which, as before referred to, they must essentially fail in forwarding, and in testing the proficiency of their pupils in English.

Eleventh.—Dr. Mouat, it is to be added, speaks highly of the amount of scientific instruction communicated at the Delhi College through Treatises in Oordoo. His Honor places considerable value on the amount of instruction which can be conveyed in that form, especially on scientific subjects. He has recently appointed a Committee for the purpose of fully reviewing, and reporting on, all the works which have been prepared in Oordoo in these Provinces, with a view to the communication of European Knowledge.

Twelfth.—In placing Dr. Mouat's report on the records of the Government with these observations, the Lieutenant-Governor would offer to that able and zealous officer, his best acknowledgments for the energy and care with which he prosecuted the enquiries on which he was request to engage, and for the observations and hints,—the more

2) Resolution of 1854.

useful on account of his great experience in the superintendence of Education in India,—which he has offered for the assistance of this Government.

(93) *Minute, dated 25th October 1853 by the Marquess of Dalhousie.*

(93) Minute by the Marquess of Dalhousie, 1853.

Five years ago* I had the honour of recommending to the Hon'ble Court of Directors a scheme prepared by the Lieutenant-Governor of the North-Western Provinces for the Promotion of Vernacular Education, by the institution of schools in each Tehseel on the part of the Government. The scheme, which was designed ultimately for the whole of the 31 districts within the jurisdiction of the Lieutenant-Governor, was limited by His Honor for the time to eight of these districts.

The Hon'ble Court was pleased to accede to the recommendation of the Government in the despatch No. 14, 3rd October 1849† and the scheme was thereafter carried into effect.

2. Three years have since elapsed, and I now submit to my hon'ble colleagues with feelings of genuine satisfaction a despatch in which the late Lieutenant-Governor announced to the Supreme Government the eminent success of this experiment and asked that the scheme of vernacular education should now be extended in its full integrity to all the districts within the jurisdiction of the Government of the North-Western Provinces.

3. I forbear from repeating the statement recorded in this despatch, or reiterating the reasons which the Lieutenant-Governor has adduced in favour of the proposal which he has made. These are so clearly stated and so forcibly urged that I would avoid the risk of weakening their effects by repetition. The conclusion however, of His Honor's representation I desire to quote at large.

Alluding to the district, in which the Government schools have not yet been established, Mr. Thomason has said—

"In all these parts there is a population no less teeming and a people as capable of learning. The same wants prevail, and the same moral

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* The Earl of Dalhousie was appointed Governor General on the 12th January 1848. The despatch he here refers to must have been based upon Nos. 816 and 1089, dated the 27th September 1845 and 18th November 1846 from the North-Western Provinces.

†Document No. 82.

obligation rests upon the Government to exert itself for the purpose of dispelling the present ignorance. The means are shown by which a great effect can be produced; the cost at which they can be brought into operation is calculated; the agency is available. It needs but the sanction of the highest authority to call into exercise throughout the length and breadth of the land the same spirit of enquiry and the same mental activity, which is now beginning to characterise the inhabitants of the four districts in which a commencement has been made."

(93) *Minute by the Marquess of Dalhousie, 1853.*

4. The sanction which the Lieutenant-Governor in these words solicited for an increase of the salaries which experience has shown to be capable of producing such real and early fruit I now most gladly and gratefully propose and while I cannot refrain from recording anew in this place my deep regret that the ear which would have heard this welcome sanction given with so much joy is now dull in death.* I desire at the same time to add the expression of my feeling, that even though Mr. Thomason had left no other memorial of his public life behind him, this system of general vernacular education, which is all his own, would have sufficed to build up for him a noble and abiding monument of his earthly career.

5. I beg leave to recommend in the strongest terms to the Hon'ble Court of Directors that full sanction should be given to the extension of the scheme of vernacular education to all the districts within the jurisdiction of the North-Western Provinces, with every adjunct which may be necessary for its complete efficiency.

6. I feel that I should very imperfectly discharge the obligation that rests upon me as the head of the Government of India, if, with such a record before me as that which has been this day submitted to the Council, I were to stop short at the recommendations already proposed.

These will provide for the wants of the North-Western Provinces; but other vast Governments remain, with "a people as capable of learning" as those in Hindustan, and "a population" still more "teeming". There too the same wants prevail, and the same moral obligation rests upon the Government to exert itself for the purpose of dispelling the present ignorance. Those wants ought to be provided for, those obligations ought to be met.

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* Mr. Thomason died on the 29th September 1853, a month before the minute was written.

(93) Minute by the Marquess of Dalhousie, 1853.

7. Allusion is made by the Secretary to the Council of Education, in his report on the vernacular schools in the North-Western Provinces, to "the utter failure" of the scheme of vernacular education adopted in Bengal among a more intelligent docile, and less prejudiced people than those of the North-Western Provinces. But he adds the encouraging assurance that he is "convinced that the scheme above referred to is not only the best adapted to leaven the ignorance of the agricultural population of the North-Western Provinces, but is also the plan best suited for the vernacular education of the mass of the people of Bengal and Behar."

Since this is so, I hold it the plain duty of the Government of India at once to place within the reach of the people of Bengal and Behar those means of education which notwithstanding our anxiety to do so, we have hitherto failed in presenting to them in an acceptable form, but which we are told upon the experienced authority of Dr. Mouat are to be found in the successful scheme of the Lieutenant-Governor before us.

8. And not to Bengal and Behar only. If it be good for these it is good also for our new subjects beyond the Jumna. That it will be not only good for them but most acceptable to them, no one can doubt who has read the report by Mr. Montgomery and other Commissioners upon indigenous education in the Punjab which shewed results that were little anticipated before they were discovered.

9. If my hon'ble colleagues concur as I feel very confident they will, in the views expressed in this minute, a copy of it, together with copies of the letter of the Lieutenant-Governor and its enclosures should be sent to the Government of Bengal and to the Chief Commissioner of the Punjab, with a request that they will at their earliest convenience submit their views upon this vitally important subject after such communication with others as they may think necessary.

10. It only remains to advert to the question of expense. The cost of the entire scheme for the provinces under the authority of the Lieutenant-Governor is something more than two lakhs of rupees.

It may safely be calculated that the Punjab and Bengal together will not cost more than double that sum.

This expenditure has been more than provided for already by the recent death of Benaik Rao, whereby a clear addition of seven lakhs of rupees has been given to the annual revenues of the Government of India.

Were it otherwise, it would still be the undoubted duty of the Government to proceed until lately the financial condition of India for many years past has required, that the Government should observe a prudent caution in every advance

it made, even for the best of purposes and upon the straightest road. Financial considerations no longer shackle the progress of the Government. Wherefore it is more than ever before its duty in every such case as this, to act vigorously, cordially, promptly.

(93) Minute by the Marquess of Dalhousie, 1853.

(Signed) DALHOUSIE.

The 25th October 1853.

(94) Extracts from a Despatch of the Court of Directors, dated, 8th May 1856.

(94) Despatch of 8th May 1856.

You have now sanctioned arrangements for introducing the system into the eight additional districts noted in the margin. The establishment of zillah and pergunnah visitors, and of tehseelee schoolmasters, as well as the incidental expenses required for these districts, have been combined with those of the eight districts where the system was previously established, and regular gradations in the various classes of persons employed have been formed which will much facilitate the successful operation of the plan, and will afford the means of stimulating the exertions of those employed by the certain prospect of promotion according to merit. The expenses sanctioned for the sixteen districts is Rs. 62,908 per annum, but it is expected that this may eventually be reduced by the future re-distribution of some of the work of the visitors of schools.

Meerut.
Delhi.
Goorgaon.
Rohtok.
Budaon.
Mooradabad.
Mozuffernuggur.
Boolundshuhur.

"The proposals of the Lieutenant-Governor" referred, however, not only to the introduction of the inspecting and supervising establishments into additional districts, but also to the extension of the hulkabundee, or circuit system of vernacular schools, and to the provision to be made for its permanent maintenance. This system has been introduced with the warm concurrence of the landowners, who have, in various districts, extending apparently over about one-third of the North-Western-Provinces, voluntarily entered into engagements to defray the cost, either wholly or in part, during the term of the existing settlements, and so far as the measure has been tried, the people have shewn every inclination to take advantage of it. Mr. Colvin is now desirous of extending it throughout the whole of the North-Western Provinces, as opportunities occur, and of making provision for its permanency, by adding a rate of one per cent. on the Government jumma to the cesses to be paid by the land owners, on the resettlement of each district. . . . . .

(94) Despatch of 8th May 1856.

He proposes that the amount " shall be deducted from the rental assets of the estate, before proceeding to consider and declare the portion of those assets, which is properly to be taken as Government revenue." By this arrangement, the cess will be shared equally between the land owners and the Government, and it is to this appropriation of the Government share of revenue that you now solicit our sanction.

The great advantages which would result from placing the eductional system on a permanent and substantial basis, fully justify us in agreeing to contribute the proportion proposed out of the land revenue of the State ; and the willingness which has already been evinced by the landowners in so many quarters to defray out of their funds the whole or a portion of the expense of the hulkabundee schools established in their neighbourhood, encourage us to believe that they will cordially unite with the Government in this work, and that they will generally acceptt he arrangement without difficulty or opposition.

We accordingly give our sanction to the establishment of a school fund by a cess in the manner proposed of one per cent. on the jumma throughout the North-Western Provinces to be contributed, as is the case with the road fund, in equal proportion by the Government and the land owners, the amount so obtained being appropriated in the way which the Lieutenant-Governor may, wth your sanction, finally determine on.

(95) *Letter, dated the 24th November 1853 from the Government of the North-West Provinces to the Local Committee at Benares.*

(95) Letters to the Benares Committee, 1853.

I am directed to acknowledge the receipt of your letter No. 150, dated the 21st instant, submitting a statement of pupils who have obtained employment, after having left the Government College at Benares since 1851.

Second.—In reply the Hon'ble the Lieutenant-Governor desires me to intimate, that he has seen with much regret, how very few of the more advanced students of the Anglo-Vernacular Department of the College, have as yet become connected with the higher branches of the Public Administration.

Third.—It is his desire and resolution to cause a preference to be shown at an early date, in selections for public employment to students who have given proof of proficiency in a sound and enlarged English education combined with a free use and conversancy in the languages of business and of ordinary life. He will also especially encourage

the students who add a mastery over the resources of the English language, and literature to a knowledge of the Sanskrit language, and, through it, to a familiarity with the Hindee language in its most accurate and applicable forms. *(95) Letter to the Benares Committee, 1853.*

Fourth.—His Honor, as he stated personally to the committee at the College, anxiously desires to see the concurrent cultivation of the English and of the native tongues; to the former, and to the wide and high range of its instructive literature, he looks for the best results in forming the intellects, and elevating the feelings of the pupils. By the latter, the knowledge and the sentiments so acquired, will be made available to the students in their future intercourse with their country men, so as alike to render them better qualified for the conduct of public and private affairs, and to aid in the diffusion of a spirit of general improvements.

Fifth.—Hence it was that the Lieutenant-Governor laid so much stress, when at the College, on the constant practice, not merely of a literal rendering of the meanings of words, but of a full idiomatic version of the whole sense and spirit of the passages used in English authors. It is by such practice that the habit of generally intelligible and appropriate translation can alone be acquired, and it need not be said that, by it, the true and thorough understanding of the force and meaning of the English work in the hands of the student, will best be promoted.

Sixth.—His Honor also attaches much importance to the practice of causing the pupils to converse with each other freely in English, on ordinary subjects, at frequent fixed intervals, in the presence of their teachers and as a part of the regular course of instruction, when mistakes, would be pointed out, and better forms of expression suggested. It is by such practice only that fluency and accuracy in the conversational use of a language can be imparted.

Seventh.—His Honor has readily sanctioned the employment of a qualified person to teach Writing and Plan Drawing to the students and he has directed the Commissioner and the Collector to send to the College, at convenient times, persons from their offices with native official papers, in order also by instruction and explanation, to familiarise the students with the style, terms, and modes of writing and record, which are employed in the conduct of public business.

(95) Letters to the Benares Committee, 1853.

Eighth.—Practical instruction of this kind, as subsidiary to the improved training of the mind and heart, by a good and liberal education, will, doubtless, be extremely useful.

Ninth.—The Lieutenant-Governor will gladly receive any further suggestions from the Committee, that may seem calculated to promote the general objects that he has thus placed before their view.

I have, etc.,

(Signed) W. MUIR,

Secretary to the Government, North-Western Provinces.

CAMP MIRZAPORE,

The 24th November 1853.

(96) Resolution, dated 18th February 1854.

Read a letter from the Secretary to the Committee of Public Instruction at Agra, No. 11, dated the 10th instant, suggesting that candidates for employment in the Government Service, among the students of the Agra College, be examined on certain practical subjects before their names are entered in the lists of qualified students to be circulated among Commissioners.

(96) Resolution of 18th November 1854.

Ordered, that a copy of the communication from the Agra Committee be forwarded for information to the Local Committees of Instruction at other stations, with a copy for their guidance of the present Resolution, a copy of which shall also be sent to the Committee of Public Instruction at Agra.

First.—The Lieutenant-Governor highly approving the suggestions contained in the letter referred to, has been pleased to resolve that, on, or as soon as may be conveniently practicable after the 1st day of September in every year, the Principal of each College shall communicate to the Commissioner of the Division in which the College is situated, the names of such students as having gained, at the least, a junior scholarship for a second year, and being of good character and habits and desirous, either from a probability of the early termination of their scholarships, or otherwise, of being subjected to the examination below prescribed, with a view to their admission into the public service, are fit to be entered in the list required by the Circular of the 28th January.

Second.—The Commissioner, the Judge, and the Magistrate and Collector, or, in the absence of any of them, a third officer at the station, to be selected by the senior of the three officers above named, who may be present, shall form a Committee for the examination of such students as are named, under the above instruction, by the Principal on the following tests :— *(96) Resolution of 18th November 1854.*

First.—Ability to read with fluency the common shikusta hand of the Persian character used in the Government Offices.

Second.—Ability to translate into correct and idiomatic Oordoo, in a plain and readily intelligible style, a passage in English of ordinary difficulty and of some length, on a subject of usual official business.

Third.—Ability to write in idiomatic and clear Oordoo, any order on an ordinary topic of Criminal or Revenue Administration, of which the heads or outline may be communicated verbally in English.

Fourth.—Ability to write a correct and ready shikusta hand.

Fifth.—Ability to apply with readiness and accuracy the Rules of Arithmetic, as far as Decimal Fractions, to ordinary calculations, both relating to money and to land.

Third.—The examination shall be held in the early part of October in each year.

Fourth.—All who may successfully pass the examination held by a Committee so constituted, shall then be entered in the list to be circulated to Commissioners.

Fifth.—A preference for vacant appointments shall be considered as attaching to those who may have held a senior scholarship for a year or longer.

Sixth.—Copies of the lists will be sent for information and record to the office of the Secretary to Government.

Seventh.—The several Commissioners shall furnish to Government half-yearly returns made up to the 1st January, and the 1st July, of each year, of the employments varying from 25 rupees to 50 rupees or upwards per mensem, which may have been given to any students thus passed and admitted into the lists of candidates, so that the Government may be enabled from time to time to trace the degree to which the objects of the Circular of the 28th ultimo, and of this Resolution, may have been accomplished.

(96) Resolution of 18th November 1854.

Eighth.—The several Committees of Public Instruction will also transmit copies of the lists of passed candidates to the Register of the Sudder Devany and Nizamut Adawlut, to the Secretary of the Sudder Board of Revenue and to the Commissioner of Customs, who will similarly be requested to furnish returns to the Government for their several offices, to the 1st January and the 1st July of each year, such as are indicated in the preceding paragraph, for submission by the Commissioners of Divisions. The Sudder Court will circulate the lists received from the Committee of Public Instruction, to the different Civil and Sessions Judges under them, as will the Commissioner of Customs to his subordinate officers. The half-yearly returns of the Court, and of the Commissioner, will be accompanied by a general return of employments given by the District Judges, or by the heads of Customs' offices, to parties who have gained a place on the lists.

Resolved, that a copy of this Resolution be furnished to the several departments and controlling officers above indicated with instructions to the Commissioners of Divisions, to organize the Committees of Examination annually, and carry out the other instructions which have reference to them.

Resolved also, that a copy of the Circular No. 265 of the 28th ultimo, and of this Resolution, be published in the Government Gazette.

By Order, etc.,

(Signed) W. MUIR,

Secretary to the Government, North-Western Provinces.

(97) Notification of the 14th July 1858.

14th July 1858.—No. 948.—The following Rules for grants-in-aid have been approved by the Right Hon'ble the Governor General and are published for general information :—

(97) Grant-in-aid rules, 1858.

Rules.

1. Every school in which sound secular instruction is imparted, whether in English or the Vernacular, is eligible to receive a grant, on the fulfilment of certain conditions (which are hereafter specified) and so far as local requirements and funds will allow, it being provided that the grant shall in no case exceed the sum expended on the school from private sources.

2. Managers of schools desirous of assistance from Government shall send up a written application to Government through the Director of Public Instruction. (97) *Grant-in-aid rules, 1858.*

3. Applicants shall satisfy the Government that the following conditions are fulfilled :—

First.—That the school is under adequate local management.

Second.—That schooling fees are paid by at least 2-3rds of the pupils,—those exempted from payment being *bonâ fide* indigent; (excepting in cases of Normal and Female schools, in which no tuition fee need be exacted).

Third.—That sufficient school accommodation is provided, excepting in the case of an application for a building grant.

Fourth.—That the expenditure assigned for the maintenance of the school from funds contributed by private persons or associations, is not below the average amount expended for that purpose during the three past years.

Fifth.—That the maintenance of the school is assured by a statement, on the part of those charged with its management, that it is their full and sincere belief and expectation that the school shall be so kept up for a further period of at least three years.

Sixth.—That the amount of the grant for which the application is made does not exceed the expenditure of the school, defrayed by contribution from private persons and bodies.

Seventh.—That the grants shall be devoted to one or more special objects; and that in the event of its being devoted to more than one object, the amount of aid solicited towards the furtherance of each be distinctly mentioned.

Eighth.—That the school shall be open to inspection and examination on the part of the Educational Officers of Government , such inspection and examination having reference only to secular instruction.

4. The special objects, for the fulfilment of which Government will, as far as local requirements and disposable funds may allow, lend their ready aid are the following :—

(*a*) Augmentation of the salary of a Teacher or Teachers.

(*b*) Payment of the salary or salaries of an additional Teacher or Teachers.

(*c*) Foundation of Scholarships and Pupil Teacherships.

(*d*) Donation of school books, maps and apparatus.

(97) Grant-in-aid rules, 1858.

(*e*) Supply, at half price, of school books issued under the authority of Government.

(*f*) Erection, or enlargement or repair of school houses.

5. The application must be accompanied by a Tabular Statement embodying full and distinct information on the following points :—

(*a*) (Col. 1.) The pecuniary resources, permanent and temporary, on which the school depends for support.

(*b*) (Col. 2.) The average annual expenditure in the school from the last three years.

(*c*) (*d*), (*e*).—(Cols. s, 4, 5.) The average number, age and attendance at school of the boys therein instructed.

(*f*)—(Col. 6.) The persons responsible for the management and permanence of the school.

(*g*)—(Col. 7.) The time for which the above will continue to be responsible.

(*h*)—(Col. 8) The nature and course of instruction imparted.

(*i*)—(Col. 9) The number, names and salaries of the masters and mistresses, and subjects taught by each.

(*k*)—(Col. 10.) The books in use in the several classes of the school, and number of boys in the same.

(*l*)—(Col. 11.) The nature and amount of aid sought, and the purposes (*see* para. IV.) to which it is to be applied.

6. Where an application is made for a building grant (whether for erection or enlargement or repair of a school house) the managers of the schools shall satisfy, Government that the school will be erected, or is situated in a healthy and favourable locality. A plan of the building and estimate of the cost must be submitted.

7. The management of the school shall be vested solely in the private persons, or bodies by whom it is supported. The Teachers whose salaries are paid in part or wholly by Government, shall be entirely subordinate to the managers or conductors of the school, and shall in no way be regarded as Government servants.

8. The Government will not in any manner interfere with the actual management of the school, but will seek upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavourably reported upon, in this respect.

9. The Government will always endeavour so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education. *(97) Grant-in-aid rules, 1858.*

10. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality and that no preference will be given to any school, on the ground that any particular religious doctrines are taught or not taught therein.

(Signed) H. S. REID,

Director of Public Instruction, North-Western Provinces.

By order of the Right Hon'ble the Governor General:

W. MUIR,

Secretary to Government, North-Western Provinces.

CHAPTER VII.

PROVINCIAL DEVELOPMENTS.

Punjab.

(a) State of Education prior to 1854.

The Punjab was constituted a British Province in 1849. The following extracts from the first Administration Report of the Province (1849-50) describe the condition of education in the Punjab a year after annexation.

(*xxxix*) " Popular education is a matter not easily to be studied and promoted under the pressure of urgent business, which has crowded on the Board ever since annexation. Some initiatory steps have, however, been taken. Last year, a proposition regarding the establishment of a school at Umritsur emanated from the Deputy Commissioner of that district, and the Commissioner, Lahore division, and this proposition was accompanied with a report on the general state of education throughout the division. The Board submitted for the consideration of Government the question as to whether a school, partaking of a collegiate character, should be founded at Lahore or Umritsur. The Government decided in favor of the latter city. At the same time, the Board called upon the several Commissioners to furnish educational reports for their several divisions. Reports have been received from all the divisions except Leia and Peshawar, in neither of which it is probable that education can be flourishing."

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" The schools are of three descriptions, namely, those resorted to by Hindoos, Mussulmans and Seikhs, respectively. At the Hindoo schools, writing and the rudiments of arithmetic are generally taught, in the Hindee character ; at the Mussulman schools, are read the Koran, in Arabic, and the didactic and poetical works of Sadi, in Persian (the Gulistan and Bostan) ; at the Seikh school, the Grunth in Goormukhi, or the repository of the faith, taught by Nanuck and Guroo Govind. In the Persian, Arabic and Goormukhi schools, which form the great majority, the studies being chiefly confined to sacred books written in a classical phraseology, unintelligible to both teacher and pupil, do not tend to develope the intellectual faculties of either.

"It is remarkable that female education is to be met with in all parts of the Punjab. The girls and the teachers (also females) belong to all of the three great tribes, namely, Hindoo, Mussulman and Seikh. The number is not of course large, but the existence of such an education, almost unknown in other parts of India, is an encouraging circumstance.

"The school house is here, as elsewhere, primitive, such as a private dwelling, the village town hall, the shade of a tree, a temporary shed, or the courtyard of a temple. The Mussalman schools are nearly all connected with the village mosque. In such a case, the same endowment would support both institutions. It is superfluous to observe that, wherever any land has been granted in rent-free tenure for such a purpose, either by the State and its representatives, or by the proprietary community, such foundations have been gladly maintained by the Board. The remuneration of the teachers is variable and precarious. It frequently consists of presents, grain and sweetmeats, given by the scholars and their parents. But, occasionally, the whole community subscribe for the support of the school, each member contributing so much per plough, which is considered to represent his means; not unfrequently also, cash payments are made, and sometimes regular salaries are allowed. Cash allowances are perhaps more usual in the Punjab than in Hindoostan.

"In parts of Hindoostan, it is discouraging to observe how much education is circumscribed within certain castes, such as Brahmins, Bunyas, and Kayeths, who are exclusively devoted to learning, commerce or penmanship; while, the great land-holding and agricultural tribes are wholly illiterate. A similar disproportion exists also in many parts of the Punjab. But, in other parts, education, such as it may be, is imparted chiefly to the agriculturel population. In most districts, testimony is given that all classes, both agricultural and non-agricultural, manifest a desire for instruction. It has been ascertained that many old schools have increased, and many new schools have arisen since annexation. In the cities especially, when it was seen that the Government interested itself in the subject, numerous petitions were presented to the local authorities praying for the establishment of schools. Manifestation of the popular will is rare in India; and the Board are unwilling it should be neglected, especially when indicative of such aspirations as these. The Commissioners and Deputy Commissioners concur in recommending the founding of a central school in most of our chief cities; and the Board will shortly submit a definite proportion to Government, in the confidence that it will be favourably entertained, when the results which have attended the efforts of the Agra Government in this direction are considered.

"It has been already intimated that the Board place much reliance on the new system of settlement, as an engine for good, and a medium for the diffusion of knowledge. Not only will the village accountants receive a through training in mensuration and arithmetical calculation, but, the land-holders, being obliged to take a personal part in these operations, must acquire the rudiments of education, and must learn to exercise their faculties, for the sake of preserving their most valued rights and dearest interests.

"A few words of special notice are due to the Umritsur school. The first annual report of this institution has been received. During the past year, the average daily attendance has increased from 107 to 153, that is, 50 per cent. Of these, about one-fourth study English. The progress in this department is considerable as might have been expected from the strong desire of learning English evinced by many parties in Umritsur, previous to the establishment of the school. Reading, spelling and writing; arithmetic, elementary geometry, and geography constitute the course of study. In Lahore, as well as Umritsur, the anxiety to acquire English is remarkable. Many Punjabee noblemen and gentlemen have their sons taught English privately, and many natives of Bengal who possess a smattering of English, find employment as teachers of that language.

"In the Umritsur school, there are Hindee, Persian, Arabic, Sanskrit and Goormukhee departments. The Seikh students of Goormukhee are about one-fifth of the whole number. Among the Hindee scholars, the prevailing castes are Khutrees and Brahmins; among the Seikh scholars, Jats. The great majority are residents of the city.

"The Committee (whose zeal and intelligence the Board commend to the favourable notice of Government) observe that the education is a training of the faculties, at present, rather than a moral training, or a regulation of the habits. The attendance is optional and often irregular. The studies are sometimes desultory, and the attention lax. These defects, the Committee consider, would be best remedied by the appointment of an European Head Master. In the first instance, the appointment of a Native Master, familiar with the feelings and prejudices of the people, was intended to attract scholars, and render the institution popular. The attendance has more than answered this expectation, and it is now worthy of consideration whether a step should not be taken in advance, and the advantages of the school be consolidated by the influence of European supervision."

(b) Plans for development.

In the reports for the years 1851-52 and 1852-53 mention is made of "elaborate plans" having been formed for "the introduction of a

measure for popular education in the Punjab." These plans were formed on the receipt of a recommendation from the Supreme Government that "the Punjab Government should consider whether the system of vernacular education in the North-Western Provinces might not beneficially be introduced into the Punjab." Regarding this proposal the report says :—

(*xl.*) "It is believed that both the necessity and encouragement for the educational measure exist as much in the Punjab as in any Province of this Presidency. There are less prejudice and fewer elements of passive hindrance or active opposition here than elsewhere. The Seikh fanaticism and political fervour are dying out. The Hindoos are less superstitious and less priest-ridden. The Mahomedans of the Plains, as contra-distinguished from those of the Hills and the Frontier, though formidable in numbers, are less bigotted, less bound by traditionary practice, than their co-religionists in any part of India. The upper classes display a candid intelligence and inquisitiveness in respect to Asiatic learning and European science. The agricultural classes, though uncouth, are less apathetic and less illiterate in their tastes than might have been expected ; the village accountants display a skill not surpassed, and often not equalled, in Hindoostan. The working classes evince a considerable aptitude in mechanical art. On the whole, then, the Punjab is ripe for the introduction of an educational scheme.

"There is ample scope for the establishment of Government schools at the Revenue Offices in the interior of the districts ; for the appointment of district visitors, one to each district, aided by several assistants, who will not only preside over the Government schools, but also stimulate education by travelling about among the villages, explaining to the people the advantages of a school ; to render aid by the procuring of school-masters and books. Such officers might induce the communities to set up one school, if not in every village, at least in every circle of villages ; so that at length there shall be no village throughout the land in which the children do not attend some rudimentary school. The supervising officers should for the present be natives of Hindustan, but the school-masters must be Punjabees. Some special seminaries for the training of school-masters, such as normal schools, should be established. The general system might be introduced to a greater or less extent, according as the civilization of particular tracts may vary, but all districts and divisions may be admitted to share in the benefits of education......"

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There is a flourshing school at Rawal Pindee containing 300 scholars, and supported with the sanction of the citizens by a grant-in-aid from the surplus town duty proceeds of 130 Rupees per mensem. It has recently been entrusted by the district authorities to the American Presbyterian Missionaries, who had already established an excellent school of similar capacity at Lahore. In both these institutions European science is conveyed in the English language. A similar school has been established at Goojerat under competent teachers from the Delhi College,—four other schools under similar superintendence, besides other village school in the same district. Mission schools are prospering everywhere throughout these territories, at Umritsur, Ferozepoor, Loodiana, Umballa, Kangra, and Kotegurh in the Hills near Simla."

A complete scheme based on the system of education then prevailing in the North-Western Provinces was prepared and submitted for the sanction of the Supreme Government in May 1854. The main proposals embodied in this scheme were these :—

(1) The establishment of four Normal schools and fifty Tashildaree schools.

(2) The establishment of a central college at Lahore.

(3) The appointment of a visitor general and twelve zillah and fifty Purgannah visitors.

The Government of India sanctioned the scheme with certain modifications in June 1854. The minute of Lord Dalhousie supporting the proposals is appended in full (98).

(c) Constitution of a Department of Public Instruction.

While the introduction of the educational scheme referred to above was under consideration, the Despatch of 1854 was received. Proposals for carrying out the wishes of the Directors were sanctioned during the year 1855 and Lieutenant William Delafield Arnold* was appointed the first Director of Public Instruction in January 1856. A fresh scheme for the development of education in the province was prepared by the Director and submitted to the Supreme Government for sanction in 1856.

The Department as first constituted included a Director of Public Instruction, two inspectors of schools, ten deputy inspectors and sixty

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* Son of Dr Arnold of Rugby and brother of Mathew Arnold.

sub-inspectors. The existing and the future institutions which it was proposed to place under the control of the Department were a Central College at Lahore, four Training schools, twenty-seven district schools and one hundred superior vernacular schools.

Mr. Arnold's first report gives an interesting account of popular education in the Punjab. Extracts from this as well as from his second report and from the India Government letter reviewing these reports are reprinted in this chapter (99, 100 and 101).

(d) Failure of the North-Western Provinces scheme.

The scheme of vernacular education drawn up by Mr. Arnold was in its main features the same as that which had been introduced in the North-Western Provinces a few years before. The existing indigenous schools were to be improved where possible, the cost being met out of the one per cent. cess on the land revenue which was being levied at the time from most of the districts. The Halkabandi system of the North-Western Provinces was also adopted, a school being established in the centre of each group of six villages. Within two years of its introduction, the scheme proved a failure, as the income derived from the one per cent. cess was found insufficient to meet the entire cost of maintenance while local support was in many places discontinued.

An attempt was then made to maintain a few schools only out of the proceeds of the cess fund alone, but this also did not succeed for reasons given by Lt. E. H. Paske, the acting Director,* in his Memorandum dated the 9th August 1859, which also described a new system then introduced.

(e) State of Higher Education in 1859.

The following remarks from the report of 1859-60 describe the state of higher education in the Punjab at that date :—

(*xli.*) " There are no colleges or collegiate schools in the Punjab. The highest in order of merit and importance among Government institutions are styled Zillah schools, and these again might be conveniently divided into upper and lower as in the North-Western Provinces. Lt. Parker in his report for 1858-59, mentions five of them as important, *viz.*, those at Amritsar, Ferozepore, Simla and Gujrat,

* Mr. Arnold went on leave in 1855 and died on the voyage home.

State of higher Education in 1859.

which are supported entirely by the State and that at Delhi* maintained out of an endowment granted by the Late Nawab Fazl Ali Khan. Of these only two are, in my opinion, worthy of being ranked in the upper division of Government schools of the higher class, teaching up to the university standard, *viz.*, those at Delhi and Umritsur. Another has recently been added at Lahore."

"It may be as well for me to give a comprehensive account of the three principal schools mentioned above, for to them we must look for some time to come as the only institutions capable of imparting an English education up to the university Entrance standard."

(98) Minute by the Marquess of Dalhousie, dated the 6th June 1854.

(98) Minute by Lord Dalhousie 1854.

First.—The letter of the Chief Commissioner conveys his sentiments respecting the introduction of a system of vernacular education in the Punjab which was suggested some months ago by the Government of India.

The letter and the reports by Mr. Montgomery and Mr. McLeod which it encloses are of the deepest interest and of high value. They are most encouraging as to the probability of the success which may be anticipated for the scheme and they give good ground for hope that it may hereafter be extended and enlarged by educational institutions of various kinds and of the highest character.

Second.—The Judicial Commissioner and Mr. McLeod wanted at once to introduce vernacular education to the Punjab on substantially the same system as that which has been maintained experimentally in the North-Western Provinces for some years and which is now to be made general there. They propose to establish in only three Divisions, to have four Normal Schools, to give the teachers rent-free lands and to found a college at Lahore for the pursuit of the higher branches of oriental learning and of European knowledge.

Third.—The Chief Commissioner concurring in their approval of a system of vernacular education wanted to introduce it throughout the Punjab at once. He objects to the payment of teachers by rent-free lands and he discountenances for the present the institution of a college at Lahore.

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* The Delhi territory was placed under the Punjab Government after the Mutiny and the Delhi school referred to above was founded on the ruins of the old Delhi College.

Fourth.—The cost of a complete system of education as proposed by the Judicial Commissioner would be about Rs. 65,000 a year.

(98) Minute by Lord Dalhousie 1854.

Fifth.—The Government is required to decide upon the scheme which it will adopt and recommend to the Court of Directors.

Sixth.—All are agreed that the system of vernacular education by means of Tahsildaree schools with Purgannah and district visitors and with a Visitor-General to direct the whole upon the plan which has been so successfully adopted in the North-Western Provinces is perfectly well adapted for the Punjab. All agree that there is in that province an eager appetite for instruction and that the schools will not only be resorted to but will exercise the best effect upon the character of the people. The introduction then of these schools as the basis of the system may be resolved upon at once.

Seventh.—I concur with the Chief Commissioner in thinking that there is no reason why the system should be limited to these districts. There is no necessity for further experimental measures and I would propose to establish the educational system throughout the Punjab generally as immediately as the means of doing so may be obtained. The aggregate expense, as the Chief Commissioner has shown, would be little increased thereby.

Eighth.—All are united in recommending the establishment of a certain number of normal schools. This also should be adopted as a part of the original plan.

Nineth.—The appointment of a Visitor-General must be regarded as an essential part of the scheme with respect to the class from which he is to be drawn. I would advise that no limitation in this respect should be set to the choice of the Local Government. The best man that can be found likely to devote himself to the duties of the office for a long time to come should be selected by the Chief Commissioner without any reference to question whether he be uncovenanted or Civilian, whether he wore a red coat or a brown one.

Tenth.—The institution of a college at Lahore at the present time is perhaps unnecessary. But the foundation of a college at that capital similar to the colleges already founded at Benares, at Agra and Delhi should certainly form a substantial part of the Educational scheme for the Punjab, and I hope that it may be postponed only for a short period.

(99) Mr. Arnold's first Report, 1857.

(99) Extract from Mr. Arnold's first report, dated the 6th July 1857.

3. Immediately after the annexation of the Punjab, education attracted the attention of the Local Government, It was proposed to establish a school at Umritsur on a large scale, Umritsur, for several reasons which need not here be specified, being preferred to Lahore. The proposal was sanctioned by the Government of India, and the sum of Rs. 5,000 per annum was allotted to the institution.

4. The school was established, and shared with the Kotwali, the handsome building which overlooks the sacred Tank and Temple of Umritsur. The school has flourished for six years and still flourishes. I shall have occasion in another portion of this report to refer at greater length to the present state of this institution. In this place I will only notice this great merit of the Umritsur school which has made it in my opinion well worth the money it has cost Government. It has been kept thoroughly popular. Educational problems have not been solved ; they have not been attempted. But the local authorities have made the school everything which the natives desire. This is not everything which the educationist requires but pending any systematic effort, it was the part of wisdom and sound policy to carry the people thoroughly with us in our first attempt at educational organization.

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6. These two were, I believe, the only schools in the Punjab supported by Government out of the general revenues prior to the establishment of the Educational Department. But some District officers interested in education had founded and maintained schools out of local funds. In Hoshiarpur, Colonel Abbott had induced many ot the zemindars to pay a certain percentage on their revenue for the support of schools, long before the 1 per cent. cess was officially introduced. With the funds so raised, he established schools at the eleven* places noted in the margin ; which schools are still flourshing and better attended than the generality of Government schools. In the city of Ferozepore a very good school was established by Mr. Brandreth, and has since been kept up by the educational revenues, but superintended and raised to a very considerable degree of efficiency by Lieutenant Mercer, Assistant Commissioner : a school was established at Gugera by Captain Blair Reid at Shahpur, Bhera, Sahiwal and Kalowal under the immediate direction of

*Hoshiarpur, Hariana, Una, Dasuya, Garhshankar, Balachor, Mahalpur, Ambala, Mandpur, Mukerian, Hajipur.

Lieutenant Edward Paske—now Inspector of Schools; at Multan, Tulamba and Dadhwana in the Multan District by orders of Major Browne, officiating Commissioner: at Rawalpindi itself, and at Fatehjang in that district: at Jhelum, Pind Dadan Khan, Chakwal in the Jhelum District under orders of the Commissioner; and at Gujrat and the four towns† of the Gujrat district named in the margin by Mr. Richard Temple, with an educational cess levied in the district with the consent of the people. In the Sialkot district an educational cess had been granted by the people to the solicitations of Mr. Inglis, who had therewith established a good school at Sialkot, and a great many village schools throughout the district. Mr. Inglis had to a great extent anticipated for his own district the machinery of the Educational Department: had appointed a Visitor of all schools in the district on Rs. 30 a month, through whom the organization and superintendence was mainly carried on. This officer has been retained under the new arrangements. In Jullundur a Government school was maintained out of the Nazul Fund, which has lately been abolished in deference to the Hon'ble Court's order that Government and Mission Schools shall not, as a rule, co-exist in the same locality.

(99) Mr. Arnold's first Report, 1857.

†Kunja,
Jalalpur Dinga,
Qadarabad.

7. The total number therefore of schools directly or indirectly maintained by Government in the Punjab prior to the organisation of the Education Department was thirty four.

8. But what had the people been doing for themselves in the way of education? This is a very difficult question to answer. It is difficult to get accurate statistics, and it is difficult to interpret the statistics when we have them. Certainly the idea of Education is not new to the Punjabis. We find all the school phraseology ready-made to our hand, and chiefly supplied by the Muhammadans. As educators they are in possession of the field. Not only is the Koran taught in every mosque; but outside a great many mosques the standard Persian works are taught to all comers, to more Hindus than Muhammadans. In the documents appended to this report, a place where the Koran only is taught is called a Koran School; a place where the Koran forms the staple, where the whole thing would fall to the ground were it not for the Koran, but where secular Persian is taught besides, is called a Persian Koran School. The former institutions are educationally worthless; which would be too harsh a sentence to pass upon the latter.

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(99) Mr. Arnold's first Report, 1857.

12. The returns show a very large preponderance of Muhammadan boys at school. Every fact we meet proves beyond all dispute that the teaching profession has been in their hands. I cannot but think that the confiding attendance of so many Hindus at Muhammadan schools for the sake of learning the Persian language is a most remarkable fact. I cannot but think also that the steady growth of Muhammadanism in the Punjab may partly be traced to the advantage taken by the teachers of this confidence. Certainly I find that the natural tendency of things if left to themselves is to throw the whole weight of Government in this matter of education on to the side of the Muhammadans: a tendency to be much resisted.

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16. The Persian schools are the most genuine educational institutions in the country. They are attended largely by the Khatris, the Hindus forming a greater proportion than the Muhammadans. Writing is taught, but not with great energy, and certainly not with great success. The great object is to teach a boy to read the Gulistan and Bostan, and the lad who will read a page of either in a fluent sing-song without understanding a word, has received an education which fully satisfies both his teacher and parents. Little as the words of Sadi are understood by these boys, there is no doubt that they are much enjoyed. In one of the two frequent cases of child murder with robbery of ornaments, the victim a lad of 13, was enticed out by his murderer a youth of 18, on the pretext of having the Bostan read to him.

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18. The number of Koran schools is given as 1775, but I have no doubt that the real number is much greater. In several districts no such schools are mentioned the fact being that probably every mosque is the site of what is elsewhere called a Koran school. As attendance at these schools does not necessarily involve a knowledge of reading and writing, I have omitted the pupils of the Koran schools from my calculation of boys under instruction. Of course strictly Koran Schools are attended only by Muhammadans.

19. But certainly the Hindus do not seem to be very sensitive or jealous as to the encroachments of Muhammadanism. The Persian Koran schools are of course invariably kept by Muhammadan teachers (indeed so are far the greater numbers of Persian Schools); they are generally held in or just outside the mosque, to which the teacher is frequently attached; yet they are attended largely by Hindus more attracted by the Persian language than repelled by the Muhammadan religion.

20. It is in the Sanskrit schools that the exclusive side of Hinduism comes out. Like the Arabic schools those called 'Sanskrit' are largely attended by adults and entirely by Brahmins. We may be quite certain that a student attending a Shastri school will hardly be persuaded to undergo any other kind of instruction. He would strongly object to learn the Persian character. *(99) Mr. Arnold's first Report, 1857.*

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23. The Lande schools are those in which the children of shopkeepers are taught the mysteries of book-keeping and in which that vicious system of accounts which is daily deprecated in our civil courts is perpetuated. I have seen several of these schools, and considering the tales we have all heard of the marvellous arithmetical quickness of Hindu boys, have been rather disappointed. One or two boys in each school can indeed perform wonderful feats in the multiplication table, up to limits far beyond the orthodox twelve times twelve, and can work rule-of-three problems quickly in their heads, often at the same time quite unable to work them on paper. But the majority do not seem to acquire any great quickness at figures; and certainly if they do not gain this they gain nothing; for the power of writing a character which neither they themselves nor any body else can decipher an hour after it has been written cannot be called an accomplishment.

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25. As regards the mode of remuneration common in the Punjab, I have nothing to add to the following statement made by Mr. Montgomery in the fifth paragraph of his letter No. 567 of 8th November 1850 to the Secretary to the Board of Administration. "The mode by which the teachers are remunerated is as varied as it is in other parts of India. When the pupils pay money the average salaries of the masters run from Rs. 1-2-0 in Purgannah Talwandi to Rs. 7-8-0 and Rs. 8-8-0 per mensem in the city of Lahore and Purgannah Kasur. In a few schools the boys pay a small weekly sum in money, to which are added donations by the parents of the children on particular festivals. In other schools at harvest time the boys or the parents give a certain quantity of grain, or sometimes the boys in turn give the master daily two meals. In two schools in the Dinanagar District, the land-holders give fifty maunds of grain to the school masters to remunerate for instructing the children In a few cases grants of land have been given to individuals on the condition of teaching. Where this is done nothing is charged and in some instances the masters support pupils at their own expense. Occasionally each plough is assessed at the rate

(99) Mr. Arnold's first Report, 1857.

of 5 seers for the instruction of the village children, and in addition to this the children once a week bring a certain quantity of food for the master."

26. I may only mention besides that the day on which the offering of food is made is generally Sunday; and further that the number of teachers who instruct gratuitously, as a work acceptable to God, is considerable.

27. Mr. Reid in one of his valuable reports on Public Instruction in the North-Western Provinces remarks on the far greater good which can be effected through one tehseelee than a large number of village schools. Rude and imperfect as our tehseelee schools are, it is impossible not to feel the same even now. The value of these indigenous schools as humanizing institutions to which the people are much attached is probably great, and certainly I for one would deal very tenderly with them: but educationally, as promoting intellectual improvement, they can hardly be rated too low. Even in India Rs. 2-5-0 per mensem is very poor pay. In our one per cent. schools we cannot afford to pay more than Rs. 5. It remains to be seen whether we shall do much more for Rs. 5 than has hitherto been done for less than half the money. Certainly the village school system is well worth, and is destined, I trust, to receive a fair and patient trial. But it must, I think, be for some time to come regarded as on its trial. It must still be considered an open question whether the 1 per cent cess would not be more profitably returned to the contributors, whether education would not really be more effectually disseminated, by establishing thirty teachers in a district on Rs. 15 than a hundred on Rs. 5.

28. Such then, so far I have been as yet able to ascertain, was the extent of education in the Punjab when it was resolved to establish a special educational department on the principles laid down in the Hon'ble Court's Despatch of July 1854. On the 8th January 1856, I had the honour to be appointed Director of Public Instruction.

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32. It was not till the month of June that the decision of Government on the educational scheme was made known. The decision was favourable. The proposed expenditure of 3 lakhs was not indeed definitely sanctioned, but the Chief Commissioner was authorised till the end of the year to sanction all outlay within that limit, and the scale of salaries was approved, with the exception of those of the Visitors, which were not to exceed Rs. 150 instead of, as suggested, rising to Rs. 200. It was desired that another report might be furnished at the close of the official year showing the establishments as actually organised and submitting as it were a revised estimate founded on the experience of one year's operations.

33. It will be convenient if I here mention that in the month of November an order was received from the Supreme Government to the effect that the titles of Deputy and Sub-Deputy Inspectors were to be adopted throughout India for subordinate educational officials. Henceforth therefore in this report the words Visitor and Assistant Visitor will be discontinued.

(99) *Mr. Arnold's first Report, 1857.*

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40. So far it was all plain sailing. But at the very next step we were brought into collision with the feelings of the population. The first impression of the people when they heard of a Government educational scheme was something like this :—that their children were to be taught in exactly the same way as formerly by the Mian Sahib and the Pandit—but that the Mian and the Pandit were for the future to be paid, not by them, the parents, but by the State. Doubtless so long as Government education was supposed to mean this it was exceedingly popular, and so long as we did nothing but give good salaries to popular teachers this idea remained undisturbed. But having secured our teachers, of course we gave them their instructions. A short set of rules for their guidance was printed and given to each school master on his appointment. Then for the first time he heard the words—repulsive because strange—history, geography, and arithmetic. Sheikh Sadi was still retained but he was deposed from his place as absolute monarch ; Persian was allowed, but Urdu was insisted on, and this change though essential and indispensable, still was a change and as such, unpalatable. It cannot be too strongly represented that the number of those who are eager for education, in any sense which we English attach to the term, is very small. There is nothing strange in this : it would only be strange if it were otherwise : it is only strange that the contrary should have been supposed to be the case.

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44. It will be observed that while both the Persian and Urdu languages have been spoken of, nothing has been said of Sanskrit, Hindi or Goormukhi. The fact is that it was resolved from the first to make the Urdu language and the Persian alphabet the one language and the one alphabet in Government schools. As to the language there would probably be no dispute that the resolution was judicious. It was generally admitted that the people must be instructed through the medium of their own language, and Urdu is that—more than anything else. I have heard it said that we ought to teach the Khatris that character or that kind of account keeping which will be profitable to him in the business of his calling. I have heard

(99) Mr. Arnold's first Report, 1857.

it said that priestly Brahmins whose daily bread is derived from his knowledge of charms and couplets may expect to acquire this accomplishment from a paid Pandit in a Government school. If all this be applied to the village schools there is, I think, much force in it. They are supported by the people's own contributions, and at present at all events the effort should be to make them before all things popular. But a Government school is not an eleemosynary institution. We are bound to give them the best education we can ; and if we think the four rules of arithmetic—the rule of three methodically taught through the medium of legible character—more profitable to the scholar than the cumbrous processes and illegible handwriting of Banias' book-keeping, we are I think bound to teach the former, in hopes of one day effecting a change in the latter.

45. As to the character, that is a much more difficult question, and I am far from saying that the resolution to adhere to the Persian alphabet may not possibly be found to require modification. But when I consider the immense advantage of having only one character, the aid to discipline, the saving of expense, the simplification of machinery ; the advantage of having for the one character that which is adopted by the Government in all its proceedings—that in which the native newspapers of the Punjab are to the best of my knowledge exclusively written : I can not but think that the attempt to dispense with the cumbrous apparatus of a double character is worth an effort ; and when I find too that this character is used almost exclusively by the population of the Western half of the Punjab and that in the Eastern half 18,000 boys out of 29,000 are learning the Persian character of their own free choice in preference to any other, I cannot but believe that the effort, if judicious exceptions be allowed, may be generally successful.

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47. The educational scheme provided for District or Zillah schools of a superior order to the Tehselee schools, at the headquarters of each district. Such schools will I trust ere, long be established in several districts, in which English shall be taught. But at first it was clear that we should gain little by calling a school, in no respects better than its neighbours, a Zillah school, merely because it happened to be situated at the headquarters of the district. For Zillah schools we shall have to search for masters in most cases probably from the other provinces.

48. When first appointed the Tehseelee schoole tachers knew as little as their scholars of the mysteries of Geography or the Rule of Three. Some took pains to learn and found but little difficulty in doing so. Latterly the plan has been adopted in the Eastern districts of sending all teachers who at the time of inspection are

not found hopelessly incompetent to the Normal School at Lahore. They drew one-third of their salary while studying, the remaining two-thirds being given to the substitute who acts for them. The period for which they are sent to the Normal School (old men are not sent) varies from six months to two years. It is too soon yet to speak of the effect of this system. I hope much from it, however. A Normal school shortly to be opened at Rawalpindi will offer similar opportunities to the teachers of the Western districts. The original educational scheme contemplated the institution of two more Normal Schools at Ambala and Multan.

(99) *Mr. Arnold's first Report, 1857.*

49. All the Tehseelee schools and the inspecting staff are supported by Government out of its general revenues. It occurred however, to more than one district officer that popular education might be made to a great extent self-supporting by proposing to the payers of land revenue to contribute a small percentage for this special purpose. The proposal was made and was to a great extent successful, especially in the districts of Hoshiarpur, Sialkot and Gujrat.

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51. It is not for me to express any opinion on the policy of 1 per cent. cess. I found it authorised when I joined my appointment, and had nothing whatever to do with recommending it. All that remained for me to do was to spend the money.

52. It was not easy to determine how this should be done. Two courses were open to us. First to administer the cess in small grants-in-aid of existing village schools, secondly to select certain of the best of these schools or to found new ones in central situations and to pay the teachers as regular Government servants.

53. In favour of the first course it was obvious that the money so spent would go much further. Taking five rupees as the very lowest monthly stipend on which the village school master could be maintained, it might be reckoned, on the first plan of aiding indigenous teachers, that half this sum would be derived from the village ; while on the second plan the whole must be paid out of the cess. Thus we would aid twice as many schools as we could maintain.

54. Again it seemed fair that a cess collected indifferently from all villages should be expended as widely as possible ; and that those villages in which a school existed should, besides the payment which they shared with other villages where there was no school, pay something special for the special benefit they enjoyed.

55. On the other hand it was clear that schools which were entirely supported out of the public fund—out of the common cess—and which accordingly would be

(99) Mr. Arnold's first Report, 1857.

to all intent and purposes Government schools, could be far more efficiently organized and managed than schools supported by individuals and only aided by Government.

56. Altogether I am of opinion that if the education scheme had been left to district officers to carry out, the first course would have been the best: but that with a central Department the second is the most efficient, if indeed it be not the only one practicable.

57. The District Officer can perhaps induce the people to support schools besides paying the 1 per cent. cess ; but certainly nobody except the district officer is able to do this. We soon found that the zemindars regarded the 1 per cent. cess as a quittance in full of all claim on them, and though it might fairly have been said that they could not expect to gain that end by so trifling an expenditure, yet I do not think it would have been prudent to urge the matter of further payments, at least till the people could see some return for the payment already made.

58. It was necessity quite as much as choice which led us to adopt what is known in the North-Western Provinces as the *halqabandi* system. I believe at least that our system is the same as that I have mentioned. It consists simply in selecting the best sites in each district for village schools, being guided in selection by considerations of geographical situation, of the state of existing indigenous schools, of the relation of the village chosen to other neighbouring villages and then establishing a school which may subserve the wants not of one village only, but a cluster of villages.

59. The theory of this plan is that no village shall be out of reach of a school. I find that practically two miles is about the limit of what can be called 'within reach'. But of course, the number of schools must be greatly modified by the amount of available funds.

60. It was from the first resolved, and has now been expressly ordered by the Supreme Government that the 1 per cent. cess should be spent locally ; that is that the amount raised in each Purgannah, shall not without the express permission of the Financial Commissioner of the Punjab, be spent out of that Purgannah. The amount of the cess in each Purgannah formed therefore the limit of the village school organization.

61. As all villages pay the cess, and not more than 25 villages in each Purgannah can as a rule possess schools, it is evident that the selection of these favoured 25 villages became a judicial act of some importance, to be performed with great care.

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64. It is clear that with a staff of only 27 officials, with every village to be personally visited by them, it must be long before this selection could have been completed throughout the Punjab, especially as the officials had all to be taught their work. Still the plan worked well ; the information so acquired was accurate, the sites so chosen were carefully chosen, the Deputy or Sub-Deputy Inspectors acquired an essential qualification for their office, in the minute knowledge thus obtained of their respective beats. Several schools were established, and I have no hesitation in saying that many hundreds more by this time would have been, when we found ourselves impeded by an unexpected obstacle.

(99) Mr. Arnold's first Report, 1857.

65. This was the wish expressed by some district officers to keep in their own hands the expenditure of the school cess, and the organization of village schools. It was impossible to feel in any way aggrieved at this wish, and equally impossible to oppose it. At the same time our progress was stopped. It was impossible to go on establishing village schools, when we did not know whether the district officers wished us to do so or not. I have always admitted that in many ways the district officer must have many advantages and facilities for a village school organization which we cannot hope to possess. At the same time it is notorious that the Deputy Commissioner in the Punjab has very little leisure for other than the current and urgent duties of his office. It is not to be wondered at, therefore, if while in some districts the establishment of village schools was pushed rapidly forward, in others the matter was postponed to that leisure hour which in the Punjab so seldom comes. I was anxious, therefore, to obtain from all those district officers who did not take a special interest in the matter of education (and it would be little less than miraculous if all the twenty-seven Deputy Commissioners did take such an interest) a delegation of the work of organizing village schools to the officers of this Department, an arrangement to which several Deputy Commissioners have kindly consented and are consenting.

66. I shall have expressed myself very ill, if I have at all given you to understand that we have been in any way thwarted by the local authorities, from whom on the contrary we have as a rule received every consideration and assistance. It is my business, however, to account for the fact that so few village schools have been established : that so large a balance of the school cess has been allowed to accumulate instead of being spent. You are aware that with every new department some difficulty must be felt before its relations with existing authorities can be precisely adjusted : and that while this difficulty lasts, work is impeded thereby. It is a matter of great satisfaction to me that in this instance the difficulty has been

(99) Mr. Arnold's first Report, 1857.

so slight. During the months of April and May 1857, we received from most district officers authority to proceed with the organization of village schools; hereafter therefore, we shall be responsible if this organization is not vigorously carried out.

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71. I pass from Government schools to private schools aided by Government. In the Hon'ble Court's Despatch much stress is laid on these schools, and it may be said that the principle indicated in that Despatch is (it could hardly be otherwise) to give Government aid to local and private efforts, in order that local and private efforts may gradually outgrow Government aid. It may easily be supposed however, that this principle can have little application, for some time to come, in the Punjab. Our grants-in-aid system consists of assistance given to the different Mission schools, whether belonging to the American Presbyterian or to the Church of England Communion. Beyond this the principle of grants-in-aid has no application.

72. I have heard of some unwillingness expressed by the Missionary Body in other parts of India to accept aid from Government, arising from a suspicion that the strict secularism professed by Government in its own schools was inconsistent with the interests of Christianity. It is not for me here to enter on any general discussion of this wide subject; but I am bound to report—and I do so with great pleasure that in the Punjab no such suspicion has been manifested. In mentioning the Church of England Mission schools at Peshawar, Umritsar, Kangra, Kotgarh, the Ferozepore Cantonment, and the American Presbyterian Mission Schools at Rawalpindi, Lahore, Jullundur, Ludhiana and the Ambala Cantonment, I believe I have enumerated all the Mission schools in the Punjab except that attached to the American Presbyterian Mission in the city of Ambala, and that belonging to the same body in the city of Sialkot. With these two exceptions every Mission school is in receipt of aid from Government; and of those excepted the managers of the city school at Ambala have with a liberal consideration for the public purse abstained from applying for aid because they are already in possession of sufficient revenues derived in the first instance from a public source, and the application of the managers of the Sialkot school for a grant is under consideration.

73. It cannot, I think, fail to be gratifying to you and to the Government to learn that the liberal spirit manifested in the Hon'ble Court's Despatch regarding these grants has been met in a similar spirit by the Missionary Body in the Punjab. These gentlemen who have done and are doing so much for education may or may not think the Government right in pursuing a secular system in its own schools; but

they fully understand that Government does not make this secularism a condition in the private schools which it assists. They teach the Christian religion; they also provide a sound secular education. The Government being satisfied on the second point gives its aid and takes no cognizance of and certainly offers no opposition to the first.. In the matter of public instruction the missionaries, who were the first in the field, have not held aloof from, but welcomed the action of Government.

(99) Mr. Arnold's first Report, 1857.

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81. When this department was first organised it was proposed to let the question of female schools stand over till the ordinary establishments were well set on foot. We naturally took for granted that the difficulties in the way of such schools were as great as they were popularly said to be. But it was impossible for us not to be struck by the accounts which reached us from the North-Western Provinces of the sudden disappearance of this great difficulty and the establishment, chiefly ascribed to Gopal Singh, a Deputy Inspector, of a large number of female schools. The subject was broached among our subordinates and a paper written by Gopal Singh was circulated among them. Some of the Deputy Inspectors at once pronounced the thing impossible. Others, especially the Deputy Inspectors of Ferozepore (Karim-ud-din), Jullundur (Alaudar Hussain), and Rawalpindi (Safdar Ali), took up the question with interest and zeal. The first female school was opened at Rawalpindi under the auspices of Mr. Browne, Inspector of Schools in December, 1856, by the close of the year 17 had been established, and the total number of girls attending them was 306, or 18 per school. Of the whole number 296 were Muuhammadans and only 10 Hindus.

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84. A question has arisen as to the nature of the inspection to which these schools are to submit. Both the Inspectors (and this entire movement has taken place subsequent to their appointment) have judiciously exempted the schools from visitation by any European officer. On the other hand it is distinctly understood that every school is open to the native Sub-Deputy Inspector or at least the Deputy Inspector. Without this we have no security that we are not paying some hundred rupees a month to enable little Muhammadan girls to sit behind a curtain and recite the Koran, which they will do readily enough without any such encouragement. The Deputy Inspector, however, is to be accompanied in his visits to such schools by the respectable inhabitants of the place.

(99) Mr. Arnold's first Report, 1857.

85. It is too soon for the inspectors or myself to speak with confidence of the real value of these schools. We believe that they are working *bonâ fide* but it is of course possible that we may have been imposed on. Certainly we shall not continue the experiment, if we have reason to believe, which at present we have not, that the schools are not genuine.

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(*100*) *Extracts from Mr. Arnold's second report, dated 25th June 1858.*

(100) Mr. Arnold's second Report, 1858.

Progress of Organization in the 1st Circle.

4. In the 1st Circle the organisation of Tehseelee Schools by Sub-Deputy or Deputy Inspector was complete at the close of the last official year. In this circle accordingly greater progress has been made than in the second, in the organization of Village Schools. Of the 1,336 Village Schools, 940 are in the 1st Circle: of the 12,024 boys attending these schools, 9,400 belong to the 1st Circle. Of these 940 schools 633 have been established during the year under review. Nor would there have been anything under ordinary circumstances to prevent the establishment of a far larger number of the whole number indeed which the Village School fund is capable of maintaining, of which number we may be considered as falling short in the 1st Circle by about six hundred. But I need not say that the circumstances of the year have been extraordinary. In June 1857 Lt. Paske very properly in my opinion and with my full sanction suspended the development of the village school system. Several schools already established, especially in Ambala and Thaneswar, gave way and we thought it better to avoid a repetition of failures. Even in the Punjab men were thinking of other things than the establishment of village schools. We were always reluctant to close a school once opened, and this we must have done very frequently had we gone on opening new schools during the hot season of 1857. Accordingly we waited till the autumn. Soon after the fall of Delhi the restriction was taken off and nearly the great majority of the 633 village schools established within the year date from that period.

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Organization of Zillah Schools.

9. In the beginning of 1858 a Circular (No. 1 of 9th January 1858) was issued to the Inspectors reminding them that the scheme of Public instruction for the Punjab as approved by Government comprehended Zillah as well as and as distinct from Tehseelee Schools

The difference was to consist in this : that the establishment of a zillah school was to be larger than that of a Tehseelee school : that the course of instruction was to be higher, and that although the main business of the school was always to be conducted in and through the medium of Urdu yet in a Zillah school English was always to be taught as an accomplishment to those who were willing to pay for learning it. Zillah schools on these principles have been established by Browne, or rather elevated out of Tehseelee schools at Rawalpindi and Gujrat. In the 1st Circle no progress has yet been made in this direction.

(100) Mr. Arnold's second Report, 1858.

Organization of 2nd Normal School.

10. It was originally contemplated to have four Normal Schools for the Punjab. Afterwards it was thought that two would suffice, at any rate for the present. In the year 1856-57, only one was actually established, that namely at Lahore. During the past year the second has been opened at Rawalpindi.

Progress of schools as regards quality of instruction.

11. It is easier to establish a new than to improve an old school. Improvement of existing schools is not a fact easily ascertained or established. Examination marks do not prove much : examination papers are too voluminous evidence. I have no hesitation however in saying that there has been a very great improvement in the Tehseelee schools of the Punjab during the past year. We must consider what we found on the one hand and what we aim at on the other. We found a whole population agreed together that to read fluently and if possibly to say by heart a series of Persian works of which the meaning was not understood by the vast majority, and of which the meaning when understood was for the most part little calculated to edify the minority, constituted education. I do not wish to speak too contemptuously of the Persian Schools of Instruction : I have no right to do so. A man must understand the Persian language and know the Persian literature far better than I do before he presumes to pass on either any very harsh sentence of condemnation. But we should not be establishing schools if we did not regard some elementary educational principles at least as settled. And among these principles is this first that what a boy learns as a fact shall be a true fact, and the *Sikhandar Nama* is a narrative of facts which are not true : secondly that a boy shall understand what he reads, and nine boys out of the ten do not understand the Bostan. We found then a whole people wedded to a system diametrically opposed to that which we wish to introduce ; to whom the Urdu language which we properly wish to make the medium of popular instruction because it is the nearest approach that exists to a common vernacular, is utterly inconsistent with and indeed opposed to the idea

(100) Mr. Arnold's second Report, 1858.

of erudition and learning. Urdu is as offensive to a learned Arabic Scholar as vernacular English in connexion with learned subjects would have been to a scholar of the age of Erasmus. We found a people ignorant of the geography of their own province, ignorant that there was such a science as geography and therefore prepared to reject geography as men are inclined to reject whatever is strange to them. We found them in the matter of Arithmetic divided into two main classes; the Katthries trained by long and diligent practice to great skill and quickness in mental arithmetic, but at a loss directly they got beyond their accustomed problems because unacquainted with scientific methods: and the Muhammadans scorning the whole business as quite unworthy of a scholar and a gentleman to say nothing of a true believer. I have said nothing of religion. Of the Koran taught in so many schools even schools attended by Hindus, and which tended to make so-called education a popular or rather an essential Institution with the Muhammadans. But in short we found a population with their own idea of the meaning of education, and to that idea thoroughly attached; and to whom our idea of education, being inconsistent with their own, was thoroughly distasteful; as to an Asiatic everything is distasteful which is new. Well, I am not going to say that in two years our idea has beaten theirs out of the field. It would be preposterous to say or for anybody, if it was said, to believe anything so improbable. We have not rudely discarded all the old Persian Books. I should think it very unwise, and worse than unwise to do so. But we have greatly limited their number, prohibiting everything which is grossly indecent, on one ground; and everything which pertains to religion on another ground, and limiting altogether the time allowed for Persian as distinguished from Urdu studies. The progress made is this that in every Tehseelee school certainly, and in far the greater number of village schools I believe, all boys have learnt or are learning (what before they were frequently, when their education was finished, most ignorant of) the art of reading and writing their native language, that in every Tehseelee school there are boys Muhammadans as well as Hindus acquainted with the first four rules of Arithmetic —with the Rule of Three and generally with vulgar fractions, a knowledge which two years ago might have been sought in vain in most districts of the Punjab; that in every Tehseelee school there are boys able to give an intelligent account of the early Muhammadan invasions of India, and to pass a good examination (I have heard boys on the Banks of the Indus pass what would be called in an English village school a *very* good examination) in the geography of their own county—of India—of Asia and of the globe. This is the extent of the course at an average Tehseelee school: at some of the best they know decimal fractions, and have read

the 1st or as far as the first four books of Euclid. Now I am not saying that this is a very great amount of knowledge, but I think it is fair progress for two years from the state of things I have described.

(100) Mr. Arnold's second Report, 1858.

The effect of the Normal Schools.

12. It will be remembered that we have had to teach our boys on the new system by means of those teachers who had been their instructors on the old system. When first appointed the Tehseelee school-master knew no more about arithmetic or geography than his pupils. I explained in my last annual report (para. 48) how we hoped to meet this difficulty by bringing in the teachers to the Normal School at Lahore. I cannot doubt that the experiment, so far as it has gone, has succeeded. I have inspected a school in 1856-57 before the Teacher went to the Normal School, and I have inspected the same school in 1857-58 after the teachers return and have found a very sensible improvement. Of course six months' tuition will not work wonders, but after all the simple rules of arithmetic and the learning facts of geography are not very difficult, and an intelligent teacher soon learns enough to teach his boys on his return a great deal which they did not know before. To make any real improvement in the status of school masters will be a work of time. The Normal school in the 2nd Circle has only recently commenced operation. None of the teachers who were called in have yet returned to their schools. I chiefly attribute to this, but more to the character of the country and the people, the inferiority of the schools in the 2nd Circle to those in the first.

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Village schools.

17. As during the past year we have been endeavouring to improve the Tehseelee schools established in 1856-57 : so in the current year it will be our effort to try to improve the village schools which in 1857-58 we have been occupied in establishing. It will I think be necessary to raise the pay of the teachers of the best of them. At present nearly all receive 5 per mensem. I have suggested to the Inspector, 1st Circle to make a selection of the most promising, to call them into the Normal School, and when they have gone through the course to reappoint them to the most important villages on salaries of 10 rupees. And when the extra Sub-Deputy Inspectors have been generally appointed the supervision of village schools will be far more effectual than it is or possibly can be at present.

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(100) Mr. Arnold's second Report, 1858.

Female schools.

19. You will notice no increase but on the contrary a considerable falling-off in the number of female schools. In my last report I stated that we did not intend to keep open schools of this nature which did not appear to us genuine. On carrying out this intention Lt. Paske suspended several schools in which he believed that the teachers were in fact pensioners. And this has not been a year in which to push a movement of this kind. The establishment of female schools is not lost sight of, but we wish to wait till the public mind is less excited before suggesting measures which involve change and therefore tend to increase excitement. You will perceive that these schools are attended only by Muhammadans at present. I was invited to inspect the schools both at Kalka and Moghrah. At the latter I found about 20 girls all learning to read. Some could read very fairly. They were very eager to be examined. The parents of several of them accompanied me to the school.

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Revenue schools.

21. With a view to enable Tehseelee school teacher to give instruction to Putwaries a revenue teacher is attached to the Lahore Normal School. Of his pupils, two *viz.*, the teachers of Nawasher and Harianah have returned to their schools ready to teach Putwaries out of the regular school hours. The district officers find however that this is not sufficient and they require the whole or a great portion of a teacher's time, which of course, we cannot afford. In fact, I have growing doubts whether the special training of adults can be advantageously combined by any ingenuity of management, with the general training of boys. If a teacher for the Putwaries is required, he must I am inclined to think, be a distinct officer from the Tehseelee school master. The idea of an evening class has not been favourably received, and except by means of such a class I do not see what the Tehseelee teacher can do for the Putwaries without neglecting the boys. If revenue schools for adults are required, we must I think be prepared to maintain them apart from and independently of the ordinary Boys' Schools of the country.

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Grant-in-aid Schools.

23. During the year under review the Mission school at Sialkot has been admitted to a grant-in-aid of Rs. 50 per mensem, and the Mission School in the Ambala Cantonment having suspended its operation has ceased to receive aid from Government. There

are now altogether twelve schools receiving an aggregate sum from Government of Rs. 655 per mensem. *(100) Mr. Arnold's second Report, 1858.*

24. In my last report I stated that the return of Indigenous schools given in Table C, was confessedly inaccurate, but that the Statements contained in it were under not over the mark; that it was erroneous by reason of imperfect investigation not by reason of exaggeration. I cannot say that I regard the return now submitted as complete. In fact to compile a perfect statistical record of indigenous schools in the Punjab would require a larger establishment than ours, and one occupied only with that particular business. The average attendance at each of these schools is 7, which gives an aggregate average of 43,736 boys attending indigenous schools of all sorts, instead of 40,192 of last year. The increase of schools is 1,224, the increased aggregate average attendance is not more than 35,44 : the average for each school being returned lower this year than last : and the lower average being probably the truer one.

Indigenous Schools.

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29. In March 1858 I was ordered to take charge of educational establishments in the division of Delhi since subdivided into Delhi and Hissar. I have reported separately the arrangements I have made for carrying on the current business of those divisions, and for assimilating the system there to that which prevails in other parts of the Punjab. But I have not been able to include those districts in the tables which accompany this report. With that easy falling back into old ways which so characterises the native of India, the people began to send their sons to school again directly the schools were reopened. At this moment all the Government Tehsili schools and the great majority of the village 1 per cent. schools are in operation in the districts of Panipat, Delhi, Gurgaon, Rohtak and Hissar. Application has been made to Government for the appointment of a third inspector. Should this officer be sanctioned, the Jhajar and Sarsa districts will be included in the permanent educational arrangements which will then be made.

Delhi and Hissar Divisions.

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30. In the month of September last the sanction of the Chief Commissioner was received to the institution of a Book and Translation Department in connection with my office, at a monthly cost of three hundred rupees. Pandit Adjodhia Parshad, late Headmaster of the Amritsar School, was appointed "Curator and

(100) Mr. Arnold's second Report 1858.

Translator " on a salary of Rs. 200 per mensem. The " Book Department " commenced its operation on the 1st October 1857. At that time we were suffering from an absolute dearth of school books. Our former supplies from Agra were exhausted, and owing to the destruction of the Sikhandra Press and the stoppage of communications, fresh supplies could not be procured. The first thing to be done evidently was to print new editions of the standard school books. But a new difficulty arose. There was no printing paper left in the Punjab. Our books had therefore to be printed on country paper, a reduction of one-sixth on the Agra price being made for the inferiority of the paper in the retail price of each book. Every work was carefully revised as it went through the Press and some books especially the "Tahrir Ukleidas," were considerably altered. I subjoin a list of reprints copied from the Kohinur Press under the superintendence of the Book Department from the 1st October 1857 to the 30th April 1858.

(101) *Letter, dated the 23rd January 1860, from the Secretary to the Government of India to the Secretary to the Government of the Punjab.*

(101) Letter of 23rd January 1860.

I have the honour to acknowledge the receipt of Mr. Temple's letter No. 200, dated 14th August 1858, and its enclosures, submitting Reports on Educational operations in the Punjab up to the year 1857-58, and in reply I am directed by the Governor General to communicate the following observations thereon.

* * * * * * *

3. His Excellency observes that, though the Educational progress which had been hoped for, was stayed by the Mutinies, and the terrible occurrences of the year 1857, there was no perceptible retrogression even during the crisis. The Government Zillah and Tahsili schools were maintained at the complement they had attained to ; even in the Cis-Sutlej States, surrounded by rebellious districts, and in Peshawar, the attendance of scholars at Government schools was scarcely affected and with the exception of a little ill-feeling in Rawalpindi, there was no manifestation of fanaticism, prejudice, and mistrust. After October, when the chief causes of anxiety in the Punjab had passed away progress was again resumed, and notwithstanding the political troubles of the time, the number of schools has been increased and measures of improvement carried out.

4. The facts, while they reflect credit on the energy and efficiency of the Department and on the sound judgment with which a system of Government Education has been introduced, may also be fairly regarded as proof of the desire of the people

of the Punjab to give their children the benefits of education, and, collaterally, as evidence of the loyalty and the good feeling which have been in other ways abundantly manifested by the people of the Punjab to the Government. *(101) Letter of 23rd January 1860.*

5. Though the Delhi territory was transferred to the Punjab administration only in February 1858, the Departmental machinery had been reorganized, and the Educational system re-established in the districts by the end of April, and in May, "the average attendance at all the schools was much the same as it had been before the disturbances." The officers of the Department, the late Mr. Arnold* especially, are entitled to much praise, for the rapid resuscitation of the educational system in the Delhi territory.

6. It is stated in Mr. Temple's letter that the entire expenditure on the part of Government will hereafter be Rs. 2,12,484 but in addition to this there is a cess at the rate of one per cent on the Land Revenue throughout all the districts of the Punjab except Leia and Hazara. In 1856-57 this cess yielded Rs. 1,38,044 and in 1857-58 Rs. 1,51,544 ; and, when the year 1857-58 closed, there was a balance in hand of Rs. 1,83,853. This cess is said to have been contributed by the people voluntarily and it may be so, but His Excellency thinks the contribution to be not altogether free from injustice, seeing that it falls *entirely* on the agricultural population, while the village schools, which are maintained from the funds so provided, are equally open to the commercial and other non-agricultural classes, and as yet *none* of the scholars are required to pay fees for tuition. It is said to be in contemplation to levy fees from the non-agricultural classes, and it would be but just that this should be done, as soon as the system of public education is sufficiently firmly established to carry out the measures, without making the schools unpopular. I am further desired to remark in respect to the education cess that no more ought to be taken from the people than will suffice to meet the expenditure on village schools for that year. The demand of sums in excess of what is required for the current expenses of the schools, and the accumulation of a fund from this source, are open to serious objection, and His Excellency desires that for the future, such demand and accumulation may be avoided.

7. Eleven female schools have been established and are attended by 122 girls, all Muhammadan. These have been little interfered with as yet being visited only by one of the Native officers of the Department. His Excellency thinks it is desirable that the course which Mr. Arnold has adopted should be followed for the present.

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* See foot-note on p. 283.

(101) Letter of 23rd January 1860.

8. Two Normal schools have been established, one at Lahore, another at Rawalpindi, and they are said to have proved highly beneficial. The great want in the Punjab is the want of qualified masters, and His Excellency thinks that efforts may be made with advantage to increase the number of these schools. The plan, which has been introduced by Mr. Arnold of requiring masters who, on the inspection of their schools, are found below the standard to attend these Normal schools receiving $\frac{1}{3}$ of their salary, while the remainder is applied to the remuneration of their substitutes, is calculated to improve the efficiency of the machinery and is fully approved.

9. Grants-in-aid have been freely accepted by all the Missionary and private schools in the Punjab except one, which is sufficiently provided with funds otherwise. The sum expended was in 1856-57—Rs. 8,390; 1857-58—Rs. 8,060. Proposed in future Rs. 18,660 per annum.

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11. The only other point worthy of special notice, is the formation of a depot for school books. Numerous little books in the vernacular have been printed at Lahore, under the direction of the Director, and these are sold to the scholars, who are thus made indirectly to contribute to their own education. In 1856-57 were published 8,858 books, realizing Rs. 1,905-3-11 and in 1857-58 were sold 14,139 books yielding Rs. 3,031.

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14. With regard to the formation of Bible classes, I am to state that Mr. Temple's letters dated the 21st April and 3rd July last, Nos. 41 and 123, will be forwarded for the consideration of Her Majesty's Government but that His Excellency is entirely opposed to the introduction of the Bible as a class book, or to the formation of the Bible classes in Government schools; and that the Local authorities must continue to be strictly guided by the principles laid down in para. 61 of Lord Stanley's Despatch No. 4, dated the 7th April last.

(102) *Extracts from the Report on Popular Education in the Punjab, 1859-60.*

(102) Report of 1859-60.

"While the direct executive management of hundreds of schools, scattered over fully a dozen districts, was vested in each Inspector, aided by several native deputies, the Civil authorities could not be brought to consider themselves in any

way responsible for the well being of these institutions, or for the conduct of the native subordinates. Moreover by the system of report which was in vogue, the status of the schools and the proceedings of the Educational Officers were reviewed and commented on by the Civil authorities, who having no direct concern or responsibility in educational matters, were too apt to ignore the obstacles which beset the Department, and to expect wonderful progress in an incredibly short space of time. *(102) Report of 1859-60.*

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"The native supervising agency was denounced as a body of corrupt, profligate, and seditious public servants, the school masters as illiterate and useless and the Inspectors and the Director scarcely escaped the wholesale condemnation bestowed on all ranks. The privilege they enjoyed of visiting the hills in the hot weather was fiercely attacked, and the Department was stigmatized as a 'refuge for the invalid and the indolent.'

"I need scarcely say that this wholesale condemnation appears to have been very undeserved. That there were individual cases of corruption, profligacy, and sedition among the Deputy and Sub-Deputy Inspectors is readily admitted, but as a class, these native subordinates were in no wise better or worse than their companions in other Departments, and in point of education they were certainly superior. The Teachers were the best men that could be obtained, and every thing that could be done was being done to improve their qualifications. The exertions of my predecessors, and their colleagues, the Inspectors, in organizing the Department and bringing the schools to their present state of comparative excellence, are sufficiently well known to render it quite unnecessary for me to say a word about them.

Depressing influence of this unfortunate out-cry against the Department

Eighteenth.—The general out-cry above described had a very depressing influence, as may be imagined, on all ranks of the Department, and when I was summoned to the post of Director in January last, the prospect before me appeared so gloomy and dispiriting, that it was after many misgivings and considerable reluctance, that I ventured upon the task of administering a Department, which, however unjustly, was suffering under a load of opprobrium, sufficient to inspire the belief that it was on the point of dissolution.

(102) Report of 1859-60.

Director's assumption of office in January 1860 and subsequent operations.

Nineteenth.—Reassured however, by the sympathy and support extended towards the Department by His Honour the Lieutenant Governor, and satisfied that the measures of reform which he had resolved to introduce would, ere long, suffice to remove the popular prejudice excited against the whole educational body, in consequence of the misconduct of one of its members, I entered on the duties of my office from the 12th January 1860. Since then my time and attention have been almost wholly devoted to the introduction of a new system, which will be formally inaugurated on the 1st May 1860.

Chief features of the new scheme.

Twentieth.—The chief features of this plan are :—

First.—Abolition of the native supervising Agency.

Second.—Transfer of the executive management of all Vernacular Schools to the District Officers.

Third.—Transfer of the cost of Tahsili schools from the general revenues of the State to the one per cent educational cess fund.

Fourth.—Organization of first-rate Normal schools for training vernacular teachers.

Fifth.—Institution of efficient Zilla schools in which the English language may be studied, in conjunction with instruction in other subjects, through the medium of the vernacular. To be maintained out of the savings effected by the 1st and 3rd measures above mentioned.

Sixth.—Increase of grants-in-aid to good private schools, to be provided for out of the same savings.

Seventh.—Direct subordination of the Department to Government without the intervention of any other office.

Promising aspect of the reforms contemplated.

Twenty-first.—The radical change in the working of the Educational Department, which the above reforms sufficiently indicate, will, I trust, prove highly beneficial. Nearly all the preliminary details have been arranged for carrying out the scheme and as soon as the officers charged with its execution become

accustomed to the new order of things, I have every hope that it will work smoothly and satisfactorily. A little trouble and inconvenience may naturally be expected at first, but I have great faith in the revised system proving ultimately popular in this Province. I may defer further comment to my next annual report, when the practical result of the experiment will have been decided. (*102*) *Report of 1859-60.*

CHAPTER VIII.

THE BEGINNING OF PROFESSIONAL EDUCATION.

A.—MEDICAL.

I.—Bengal.

In 1833 Lord William Bentinck appointed a Committee to report on the state of medical education which was given at the time in the Calcutta Native Medical Institution* and at medical classes attached to the Sanscrit College and the Madrassa.† A question had been raised by the General Committee of Public Instruction as to "whether it would be expedient to confine the medical instruction to English lectures and to adopt for class books solely English treatises, discarding Sanscrit medical books altogether." Dr. Tytler who was the Superintendent of the medical classes was strongly opposed to such a change. The controversy over this question was fully dealt with in the report (103) of the Committee, who recommended the establishment of a new institution on a more extensive scale "in which the various branches of medical science cultivated in Europe should be taught and as near as possible on the most approved European system." This recommendation eventually led to the foundation of the Medical College of Calcutta and the abolition of the Native Medical Institution and the medical classes mentioned above, under a general order of Government dated the 28th January 1835 (105) which was communicated to the Committee of Public Instruction in a letter dated the 7th March 1835 (104). The College was opened in June of the same year, with Dr. M. J. Bramley as Superintendent, and Drs. H. H. Goodeve and W. B. O'Shaughnessy as professors.

* As to the origin of this institution see Vol. I, p. 184.
† These Classes were opened in 1826.

The second course of lectures in the College commenced in October 1835 when dissection was first introduced. The following graphic description of this event was given by Mr. J. E. D. Bethune on the occasion of his presenting to the College a portrait of Madhusudan Gupta who made the first attempt to dissect a dead body :

(*xlii.*) "I have had the scene described to me. It had needed some time, some exercise of the persuasive art, before Madhusudan could bend up his mind to the attempt; but having once taken the resolution, he never flinched or swerved from it. At the appointed hour, scalpel in hand, he followed Dr. Goodeve into the godown where the body lay ready. The other students deeply interested in what was going forward but strangely agitated with mingled feelings of curiosity and alarm, crowded after them, but durst not enter the building where this fearful deed was to be perpetrated; they clustered round the door; they peeped through the jilmils, resolved at least to have ocular proof of its accomplishment. And when Madhusudan's knife, held with a strong and steady hand, made a long and deep incision in the breast the lookers-on drew a long gasping breath like men relieved from the weight of some intolerable suspense."

The following were important events in the subsequent development of the institution :—

(*a*) A secondary school in connection with the college for the instruction of native doctors for the military and civil branches of the service was established in 1839 (106) and (107).

(*b*) The first hospital was opened in April 1838 and a female hospital for general patients and a midwifery ward in 1841. (In March 1844 four students of the College* in charge of Dr. Goodeve went to England to complete their medical education.)

(*c*) In 1845 a scheme for the systematic instruction of apprentices in the European Subordinate Department was approved by the Court of Directors (108) and rules relative to carrying out the scheme were subsequently sanctioned by Government (109).

* Surya Kumar Chakravarti, Dwarkanath Bose, Gopal Chandra Seal, Bholanath Bose.

(*d*) The foundation stone of the present College Hospital was laid by the Governor General on the 13th September 1848. The inscription on the foundation plate is reprinted below (xlii). The hospital was opened on the 1st March 1851.

(*xliii.*) In the reign of Her Most Gracious Majesty VICTORIA, The Foundation Stone of The Medical College Hospital, was laid, with Masonic Honors, by The Right Honorable James Andrew, Earl of Dalhousie, K.T., Past Grand Master of Scotland, Assisted by John Grant, Esq., Provincial Grand Master of Bengal and its Territories, Supported by a Numerous and respectable Convocation of the Craft, in the presence of the Honorable J. E. D. Bethune, President, and the Members of the Council of Education, and a large assembly of the INHABITANTS OF CALCUTTA, on Saturday the thirtieth day of September, A.D 1848, A.L. 5848.

This Hospital is founded for the Sick Poor of all Classes and Creeds in the City of Calcutta, and particularly for those afflicted with Epidemic Disease.

COUNCIL OF EDUCATION.		COUNCIL OF THE MEDICAL COLLEGE.
The Hon. J. E. D. Bethune, President		H. Falconer, Esq., M.D., F.R.S.
J. W. Colvile, Esq.,	Members.	J. Jackson, Esq., M.B., F.R.C.S.
H. M. Elliot, Esq.,	Members.	H. H. Goodeve, Esq., M.D., F.R.C.S.
C. Beadon, Esq.,	Members.	Allen Webb, Esq.,
J. Grant, Esq.,	Members.	H. Walker, Esq.,
J. Forsyth, Esq.,	Members.	R. O'Shaughnessy, Esq.,
Russomoy Dutt, Esq.,	Members.	Fred. J. Mouat, M.D., F.R.C.S.
Prosunnocoomar Tagore, Esq.,	Members.	
Fred. J. Mouat, M.D., Member & Secy.		

Messrs. Burn & Co., Architects.
(On the reverse of the Plate.)

" The money for building this hospital was raised partly by public subscriptions through the Municipal and Fever Hospital Committee and the Council of Education which produced Rupees 1,03,000. A further sum of Co.'s rupees 1,07,000 was contributed to this purpose of which 50,000 was a munificent donation for the benefit of the City by Raja Pertab Chunder Singh, and the remainder was the balance of a sum of money raised by lottery for the improvement of Calcutta. Part of the

ground on which it stands, of the value of rupees 12,000, was generously given by Babu Mutty Lal Seal."

(*f*) In July 1851 a proposal was submitted by the Committee for the establishment of a class for Bengali native doctors in connection with the College. The scheme was sanctioned by Government (110) and the class opened in June 1852.

(*g*) On the constitution of the Calcutta University the former Diploma Examination of the College was abolished and examinations leading to degrees, *viz.*, Licentiate in Medicine and Surgery and Doctor of Medicine were instituted.

(*103*) *Extract from the Report of the Committee appointed by Government to inquire into the state of Medical Education.*

Agreeably to your Lordship's direction to that effect, we called upon Mr. Tytler to prepare a synopsis of what he conceives the pupils at the Institution should be taught in the different branches of medical science. This document, according to our view of it, does not contain by any means such a comprehensive and improved scheme of education as the circumstances of the case indicate the absolute necessity of. Leaving it entirely out of the question, then, at present, we would very respectfully submit to your Lordship in Council our serious opinion, that the best mode of fulfilling the great ends under consideration, is for the state to found a Medical College for the education of Natives; in which the various branches of medical science cultivated in Europe should be taught, and as near as possible on the most approved European system; the basis of which system should be reading and writing knowledge on the part of candidate pupils of the English language, and the like knowledge of Hindustanee or Bengalee, and a knowledge of arithmetic; inclusive, of course, of proper qualifications as to health, age, and respectability of conduct. The Government might select from the various young men, who, should they pass the final examination, the most distinguished and deserving, for filling up vacancies as sub-assistant surgeons. A knowledge of the English language, we consider as a *sine qua non*, because that language combines within itself the circle of all the sciences, and incalculable wealth of printed works and illustrations; circumstances that give it obvious advantages over the oriental languages, in which

(103) Committee of 1833.

(103) Committee of 1833. are only to be found the crudest elements of science, or the most irrational substitutes for it.

(104) Letter, dated the 7th March 1835, from Government to the General Committee of Public Instruction.

(104) The new Medical College, 1835.

I am directed by the Right Honorable the Governor-General of India in Council to transmit for the information and guidance of your Committee the enclosed copy of a General Order issued and published in the Military Department, from which it will be seen that the Medical Class of the Sanscrit College of Calcutta and the Medical Class of the Mudrusa both of which institutions are under the control and management of your Committee, have been abolished from the 1st February and a new Institution has been formed and placed under your supervision for communicating Medical instruction to the native youth through the medium of English language.

2. The details of the new Institution are explained with the General Order and so likewise the degree and kind of superintendence that is to be exercised by your Committee. It is only necessary to point out how the Committee is to act in passing the Bills of the new Institution and whence the funds are to be derived.

3. It is to be observed that the Committee is to provide a suitable building for the College—with Library, Anatomical preparations, etc. The arrangements for this and the expenses incurred in executing what may be deemed necessary or expedient must be specially submitted for the sanction of Government. The Committee will therefore receive and consider the several suggestions and propositions that may be laid before it, and submit to Government their recommendations on the subject.

Dr. Grant's salary or Lecturer . .	300
Muddosoodun Gupta .	60
12 Scholarships . .	96
	456
	12
	5,472
	33,960
	39,432

4. The ordinary charge of the new Institution is to be met by the abolition of the late "Native Medical Institution."—The annual expense of this was estimated by the late Dr. Tytler at Rs. 33,960. To this is to be added the saving that will result by the abolition since the 1st proximo of the Medical Class of the Sanscrit College Rs. 456 per mensem or Rs. 5,472 per annum, and any further saving that may similarly be made in the Mudrusa. You will be pleased to report the amount of these savings in order that corresponding deductions may be made from the monthly sums assigned on account of these Institutions.

5. It is to be observed however that these are the Funds ultimately applicable to meet the charges of the new Institution when it shall be in full vigour. At first the expenses will be considerably within the sum above indicated. The Governor-General of India in Council does not propose to put the payment of it on the same footing as other Institutions under your Committee by granting a fixed monthly sum in advance to meet the charge until the monthly expenses shall have become fixed so as to enable Government to see precisely what they will be likely to be. In the meantime His Lordship in Council will be prepared to pass monthly upon Estimate a Bill for the probable charges of the Institution in the coming month. The surplus or deficit in the amount so supplied being carried on in the amount of the following month. ***(104) The new Medical College, 1835.***

6. Having drawn the total amount required in the form thus prescribed you will audit and pass the Bills of the Superintendent and of his department as well for their own allowances as for the establishment and contingent charges of the new Medical Institution keeping these charges separate from others paid from the general Education Fund or from the separate assignments on account of particular institutions which are under the Committee's management.

I have, &c.,

(Signed) H. W.

The 7th March 1835.

(105) *General Order of the Governor-General of India, dated Fort William, 28th January, 1835.*

No. 28 of 1835.—The Right Hon'ble the Governor-General of India in Council is pleased to pass the following Resolutions: ***(105) Resolution of 1835.***

1. That the Sanscrit College Medical Class, the Medical Class of the Mudrussa, and the Native Medical Institution, be abolished from the 1st proximo.

2. That such of the students of the Native Medical Institution as are now capable of passing their final examination, shall be appointed Native Doctors, and all the other students of the Institution be transferred to the Native Corps of the Army upon their present salaries, to become Native Doctors when represented to be duly qualified by a Committee of Medical Officers; or, if not found qualified in two years, to be discharged.

(105) Resolution of 1835.

3. That a new College shall be formed for the instruction of certain number of Native Youths in the various branches of Medical Science.

4. That this College shall be under the control of the Education Committee.

5. That the Education Committee shall have assistance of the following Medical Officers,—*Ex-Officio* :

The Surgeon of the General Hospital.
The Surgeon of the Native Hospital.
The Garrison Surgeon of Fort William.
The Superintendent of the Eye Infirmary.
And the Apothecary to the Hon'ble Company.

6. That certain number of Native Youths, whose ages shall not exceed twenty years, or be less than fourteen years, shall be entered upon the Foundation, as Foundation pupils of the Institution.

8. That all candidates for admission as Foundation Pupils shall be required to present respectability of connexions and conduct, shall be able to read and write English and Bengallee, or English and Hindoostanee, and with these qualifications all Natives, between the age of 14 and 20, shall be equally eligible without exception to creed or caste.

9. That the Candidates shall be examined by the Education Committee and the Superintendent of the Institution, and that the selection of the pupils shall be determined by the extent of their acquirements.

10. That the number of the Foundation Pupils shall be limited to fifty.

11. That the Foundation Pupils shall each receive a Monthly Stipend from the Government of 7 rupees which may be increased according to the following Rule.

12. That all the Foundation Pupils be divided into three classes, each Class having a different salary :—

The 1st class 7 rupees per month.
The 2nd Class 9 rupees per month.
The 3rd Class 12 rupees per month.

13. That the formation of the classes shall be entrusted to the management of the Education Committee and the Superintendent of the Institution, it being distinctly understood that the Classification will depend upon the acquirements of the pupils and not upon the period of their studies ; excepting that no pupil shall during the first two years of being on the Foundation, receive a higher salary than

rupees 7 per month, but that afterwards the increase will depend upon the Classification. *(105) Resolution of 1835.*

14. That the Foundation Pupils shall be examined to remain at the Institution for a period not less than four years, and not exceeding six years.

15. That all Foundation Pupils be required to learn the principles and practice of the Medical Sciences in strict accordance with the mode adopted in Europe.

16. That all the pupils who shall have completed their Studies according to the form prescribed shall be entitled to have a certificate signed by the Superintendent, to enable them to present themselves for final examination.

17. That the final examination for granting Certificates of qualification to practice Surgery and Medicine, or, for admission into the Service, shall be publicly made by the Committee of Education, assisted by the Medical Officers above-mentioned.

18. That such Pupils as shall be deemed qualified to practice Surgery and Medicine, shall receive Certificates of qualification signed by the President of the Committee of Education, and countersigned by the Secretary of that Committee and the Superintendent of the Institution.

19. That the Public Service shall be supplied with Native Doctors from the Institution, and with a view to this object, whatever appointments may happen to fall vacant during the period which intervenes between two examinations, shall be offered for the acceptance of the Students who pass at the Examination next ensuing. The selection shall be regulated by the extent of professional acquirement.

20. That as inducement for Pupils of a respectable class to enter the Institution, the pay of the Native Doctors, who shall have been educated at the College, and have received the Certificates of qualification, shall be 30 Rupees per month. After seven years' service their pay shall be 40 Rupees per month, and after 14 years, 50 rupees per mensem. After 20 years' service, they shall be entitled to retire upon a Pension, regulated according to proportions granted to Native Commissioned Officers of the Army, if no longer capable of performing duty from age, disease or wounds.

21. That the Education Committee shall be charged with providing a suitable building for the College, a Library, Anatomical Preparations, and all other objects of an indispensable necessity to the Education of the Pupils; the expense being previously submitted for the sanction of the Council of India.

22. That the College shall be under the management of an European Superintendent, who shall devote the whole of his time to the interests of the Institution,

(105) Resolution of 1835. and who shall not be permitted to enter into private practice, or to hold any situation that can in any way withdraw his attention from his duties at the Institution.

23. That the Superintendent shall be permitted to draw a Staff Allowance of 1,200 Sonat Rupees per month, in addition to his Regimental Pay and Allowances.

24. That the Superintendent shall be aided in his duties by an European Assistant, who shall draw a Staff salary of 600 Sonat Rupees per month, in addition to his Regimental Pay and Allowances.

25. That the European Assistant shall devote the whole of his time to his duties at the Institution, and that he shall not be permitted to enter into private practice or to hold any situation that can withdraw his attention from the interests of the Institution.

26. That the European Assistant shall exercise no control over the management of the Institution, excepting by permission of the Superintendent; but that he shall confine himself to the duty of assisting the Superintendent in the work of educating the Pupils.

27. That the whole management of the Institution, the Charge of the Pupils, the mode of teaching, and all the arrangements, shall be entrusted to the judgment and guidance of the Superintendent, under the control of the Education Committee.

28. That the Superintendent shall make Half-yearly Reports upon the state of the Institution to the Education Committee, by whom these Reports shall be forwarded with their sentiments, to the Government of India.

29. That the division of the duties of the Superintendent and of the Assistant shall be made at the direction of the former, subject to the control of the Education Committee.

30. That the Superintendent with the aid of his Assistant, shall be expected to instruct the Pupils in Anatomy, Surgery, Medicine and Pharmacy, and to qualify them for Medical Charges, either Civil or Military.

31. That the Pupils shall visit to witness the practice of the General Hospital, the Native Hospital, the Hon'ble Company's Dispensary, the Dispensaries for the Poor and the Eye-Infirmary.

32. That the Superintendent shall be supplied under the direction and the management of the Education Committee, with a certain monthly allowance of Stationery for the use of the Institution.

33. That the formation of a plan of Medical Education, and the Rules and Discipline of the Institution shall be entrusted to the Education Committee.

34. That in addition to the Pupils on the Foundation, the benefits of this College shall be open to all classes of Native Youths between the age of 14 and 20

without exception to creed or caste, provided they possess respectable connections and conduct, and can read and write English and Bengalee, or English and Hindoostanee; and that all thus qualified shall, at the discretion of the Committee of Education, be permitted to attend the instruction at the College, subject to its discipline and regulations. ***(105) Resolution of 1835.***

35. That the Superintendent shall draw a Paybill of the Establishment of the Institution, which shall be countersigned by the Secretary of the Education Committee, and shall annex to it a Nominal Roll of the Youths on the Foundation of the Establishments attached to the Native Medical Institution, and Voucher for the payment of the House Rent, but signed by the Secretary of the Education Committee.

His Lordship in Council is pleased to nominate Mr. Assistant Surgeon M. J. Bramley to the situation of Superintendent of the New Medical College. Mr. Bramley's appointment to have effect from the 1st Proximo.

WM. CASEMENT, *Colonel*,

Secretary to the Government of India,

Military Department.

(*106*) *Resolution on the Medical College, Calcutta.*

The Hon'ble the President in Council observes that the General Committee of Public Instruction in reporting upon the examination of Medical pupils has entered in detail upon the history, objects and prospects of the Institution and has dwelt upon the results established by the very favourable examination passed by the four students recommended for Certificates of qualification in terms of merited commendation of their successful studies and of self congratulation at the extent of acquirements in science and practical Surgery imparted by the College in the short period since it was established. An unusually rigid examination appears to have been passed by these youths after four years of study and they have reached the point of qualification what was not expected to be attained in less than six years evincing a degree of aptitude not less creditable to themselves than the system by which it has been developed and brought thus easily to maturity is to their teachers. The Committee after enlarging upon the proofs of success afforded by this result, support two suggestions of the Council of the Medical College, one in favour of a subsidiary school to give instruction in the language of the country to the Subordinate Class required for the Service and to Candidates for Scholarships in the College ***(106) Medical College.***

(*106*) *Medical College.* and the other in favour of sending to England a certain number of the most successful Scholars from the College itself in order to complete their studies there in Medical and other Sciences and enable them to return with Diplomas placing them on equality with the Surgeons educated for the regular Service of the East India Company. The President in Council, though sensible that the result of the examination passed by the four youths above referred to has established the fitness of the Native intellect for the acquirement of any degree of attainment in every branch of Science and has proved that the most confirmed prejudices can be overcome by perseverence and tact in those who impart the instruction and by placing objects in a proper light before the Youths who present themselves for education, is still compelled to notice that one object of the present Institution, *viz.*, the providing a superior class of Native Doctors for the Army and for Civil Stations is admitted not to be advanced through the institution of the present Medical College. The education of Youths to the point to qualify them for Surgeons' Diplomas is assuredly a much higher object which His Honor in Council congratulates the Institution at having reached. But the practical purpose aimed at should not be overlooked in the triumph of a successful advance beyond it and His Honor in Council, regarding the proposition for establishing a subordinate Vernacular School attached to the College as intended to promote this object, is prepared to give his immediate sanction to that addition to the existing institution.

It seems to His Honor in Council that through such Vernacular Schools only can the Class of inferior Practitioners required by Government be made available for the different Services required and eventually when subordinate seminaries are established in different localities for their production it will become an aim so to educate the most promising Students in the higher Institution that they may be able to become the Professors in the lower so that the College may become a normal Seminary through which individuals capable of conducting schools of Medical Education in different parts of the Country may be provided. This subordinate charge in the interior may or may not be connected with the charge of dispensaries and hospitals and with the benefits of local professional practice according as the stations selected may be favourable for such objects and the Government may see the expediency of establishing them.

But though the President in Council adopts readily the suggestion for providing immediately one and eventually more subsidiary schools for the production of the Class of Native Doctors required for the public service and thinks the most promising students in such subsidiary schools may be removed to prosecute their studies in the Normal College in order to become eventually professors and practi-

tioners amongst their countrymen, he is not prepared at present to accede to the suggestion for sending youths to England to complete their studies there under charge of a professor of this College. The scheme would for the time of its continuance nearly double the total charge of the Medical College which is already high and the present is not the fit time for incurring so considerable an expense for objects of which the utility is questionable, and which in fact could not be undertaken without the express approbation of the Hon'ble Court. The results of the present examination will of course be brought to the Court's notice and their instructions solicited on the subject. *(106) Medical College.*

The report will be further transmitted to the Governor-General who will thus have the opportunity of stating his views also to the Hon'ble Court for the suggestion in question.

Ordered that a copy of the above Resolution be transmitted to the Committee of Public Instruction and that the Committee be requested in order to make the reports on the Medical College complete to submit a list of the students and Establishment made up to the date of the examination and showing the number and names of stipendiary and of other Students for each year since the commencement of the Institution.

(107) *General Orders by the Right Hon'ble the President in Council, Fort William, 12th August, 1839.*

Government having resolved, in the General Department, to sanction the formation of a Secondary School in connection with the Medical College of Calcutta for the instruction of Native Doctors for the Military and Civil branches of the Service, the following rules relating to admission to the School and to the terms of service which have been established by the Hon'ble the President in Council are published for general information, and will take effect from the 1st of October 1839. *(107) Resolution of 12-8-1839.*

First.—The school will be thrown open for the admission of any persons desirous of acquiring Medical knowledge, as well as for the instruction of those who enter the institution under the engagements and terms of service hereinafter specified.

Second.—To the first of these classes of persons the subjoined rules do not apply, it being understood that such persons resort to the Institution in order to qualify themselves for eventually undertaking private practice in the Medical profession.

(107) Resolution of 12-8-1839.

Third.—The class of students intended for the subordinate Medical Service under Government is to consist of not more than fifty persons, admissible on the 1st of October 1839, and in the following, and every subsequent year respectively twenty additional pupils are to be admitted.

Fourth.—The qualification required of these students at the time of admission is that they shall be able to read and write the Hindustanee language, in the Devanagree or Persian character, their capability being certified by any interpreter to a Native Regiment, and further ascertained by examination before the Examiners of the College of Fort William—on receipt of the Reports of the Examiners, the Council of the Medical College will select such as possess the best certificates restricting admission to the number of students above specified.

Fifth.—Hindoos and Mahommedans are equally admissible when duly qualified on the sole condition that they be of respectable character. Where qualifications are equal, a preference will be shown to the sons or near relatives of Native Officers, and other respectable persons in the service of Government. Candidates from the provinces of Assam and Arrakan will be specially considered.

Sixth.—The students are to be regularly enlisted as soldiers, and to be subject to the Articles of War for the Government of the Native Army.

Seventh.—Students are admissible into the Institution at from 16 to 22 years of age, and upon their admission they are to enter into an engagement to serve the Government as Native Doctors, as vacancies may occur, for a period of not less than seven years from the time of their leaving the Institution in that capacity, unless prevented from serving that period by physical inability proved before a Medical Committee and certified accordingly. After a service of seven years they may demand their discharge in time of peace.

Eighth.—From the date of admission into the Institution the students will receive diet money, at the public charge, at the rate of (5) Five Company's Rupees each per mensem, to be continued to them during the period of their abode at the Institution, and to be drawn in monthly abstract by the Secretary to the Medical College.

Ninth.—It will at all times be in the power of the Council of the Medical College to discharge any individual student on being satisfied that from dulness, idleness, negligence, or misconduct he is not likely to

profit by the instruction given at the Institution, or to become properly qualified for the exercise of the duties for which he is designed. *(107) Resolution of 12-8-1839.*

Tenth.—The students will be required before they obtain admission into the service as Native Doctors to pass an examination before the professors of the Medical College, upon whose report of their qualification for the public service made through the College Council to the Medical Board, the students will be appointed to the situation of Native Doctors on the occurrence of vacancies in the same manner as Native Doctors have hitherto been appointed.

Eleventh.—The pay of Native Doctors on appointment to the service is fixed at (20) Twenty Company's Rupees a month in Garrison or at a Civil Station, and (25) Twenty-five Company's Rupees a month in the field of which sum (5) Five Rupees are to be considered as batta and deducted when on leave of absence from the Corps and Stations.

Twelvth.—Although the engagement of Native Doctors to serve in that capacity does not extend beyond seven years, yet in the event of such individual continuing to serve, his allowances will after seven years be advanced to (25) Twenty-five Company's Rupees in Garrison or at a Civil Station, and (30) Thirty Rupees in the Field, provided the Medical Officer under whom such Native Doctors may be serving at the time grant a certificate that the general character and professional conduct of the individual deserve this indulgence. The certificate to be countersigned by the Superintending Surgeon of the Division or Circle.

Thirteenth.—Pensions will be granted to Native Doctors at the following rates, and under the conditions of service therein specified :—

A native Doctor who from wounds or injuries received on service shall become no longer fit to serve, will be entitled at any period less than fifteen years to an invalid pension of twelve rupees per mensem—after fifteen years to one-half of his field pay if in the Military and of his Garrison pay if in the Civil branch of the service, after twenty-two years to the whole of his pay, provided that in every case the inability of a Native Doctor to serve, as occasioned by wounds or injuries so received, be duly certified by the usual Medical Committee for invaliding.

Fourteenth.—A Native Doctor, if invalided under ordinary circumstances of inability to perform his duties, will be entitled at the expiration of

107) Resolution of 12-8-1839.

fifteen years to a pensionary provision of Ten Rupees per mensem, and after twenty-two years to one-half of his Field or Garrison pay agreeably to the branch of the service in which he is employed.

Fifteenth.—Native Doctors attached to Civil Stations are liable to serve with the Army when so directed in General Orders, or the same advantages in every respect will thereupon be extended to them when thus serving as to the Native Doctors attached to Corps.

The foregoing rules are applicable only to those Native Doctors who may be educated at the Secondary School of the Calcutta Medical College.

(108) Extract from a Despatch from the Hon'ble Court of Directors, No. 9 of 9th July 1845.

(108) Despatch of 9-7-1845.

Reporting changes in the Secondary School of the Calcutta Medical College, with the view of raising the qualifications of the Native Doctors educated at that institution and diminishing the number of Sub-Assistant Surgeons employed in it, from which a saving of Rs. 1,200 per annum will be made and two Sub-Assistant Surgeons left at the disposal of Government.

"Para. 57th. We approve of the sanction you have given to the arrangements proposed for the improvement of the Secondary Class of the Medical College, although we doubt if they adequately provide for the efficient instruction of the pupils. They seem to be left too exclusively to Native instructors, and to be in need of more effective European tuition and superintendence.

The supply of the Army with well taught Native Doctors is of itself an object of great importance, but many collateral advantages may be expected to accrue from the communication of sound medical instruction, through the medium of their own language, to a number of young men of respectability from the Upper Provinces. It is therefore essential that the class should be furnished with competent teachers, and that their studies should be regularly and carefully superintended by the college authorities."

(109) General Orders by the Hon'ble the President of the Council of India, Fort William, 25th June, 1847.

(109) Order of 25-6-1847.

No. 200 of 1847.—The Hon'ble the President in Council, with the concurrence of the Right Hon'ble the Governor-General of India, is pleased to publish the following regulations, for the future admission to the service of Candidates for Apprenticeships in the Bengal Subordinate Medical Department, the selection of Apprentices

for Studentships in the Medical College, and the examination, previous to the promotion of Members of the Department generally; the operation of such of the rules as have reference to the admission of Apprentices to the Medical College and their management during their stay there being, however, suspended for the present. *(109) Order of 25-6-1847.*

1. No candidate for the Apprenticeship in the Subordinate Medical Department shall be admitted below 14 or above 18 years of age.

2. Candidates will be required to produce in the first instance certificates of parentage and age, and satisfactory testimonials of good character, before they can be deemed eligible for preliminary examination.

3. Candidates must be of healthy constitution and physically fit for the active duties of the service.

4. Candidates must be prepared to undergo an examination before a Committee composed of two medical officers and a passed interpreter, respecting their knowledge of the English language generally, including orthography, the meaning of words, writing from dictation, simple arithmetic as far as the rule of three, and a colloquial knowledge of Hindoostanee.

5. The number of vacancies in the Department will be notified in General Orders by the Commander-in-Chief, three months prior to the holding of the examination which will take place on the 15th April and 15th October of each year, at the several Head Quarter Stations of the Divisions of the Army. The proportion of the candidates for examination at each Station, to be regulated by the number of vacancies.

6. Passed candidates for admission to the Department must serve two years in the grade of apprentices in the Hospital of a European Regiment, or in the General Hospital at the Presidency, and during that period have given proofs of general good conduct and readiness to qualify themselves for the performance of their duties, otherwise they will not be considered eligible for a studentship in the Medical College.

7. The apprentices so qualified, who may be selected by the Medical Board for Studentship in the Medical College, shall be required to quit their Stations in the Upper Provinces at such time, as to admit of their arriving at the Presidency before the opening of the College Session on the 15th June.

8. On arrival at the Presidency the apprentices will immediately report themselves at the Office of the Medical Board, where they will be furnished with a letter to the Secretary to the Medical College, who will enrol their names on the College books, and from that date, until the completion of their two years' study, they

(109) Order of 25-6-1847.

will consider themselves entirely under the control of the College authorities, and subject to all the regulations of the Institution.

9. The salaries of the student apprentices will be drawn in the abstract of the Secretary to the Medical College, and the expenses of lodging within the College bounds, victualling, clothing and providing class books, will be defrayed out of that salary under the authority of the College Council.

10. The course of education in the College, as sanctioned by the Hon'ble the Court of Directors during those two years, will comprise the teaching of Anatomy, Dissection, Materia Medica, Pharmaceutical Chemistry, the practice of Medicine and Surgery, and more especially Clinical instruction in connection with the two last branches.

11. If at the periodical College examinations held by the professors of the Institution, the Student apprentice shall fail to shew satisfactory progress, and willingness to profit by the instruction afforded he will be removed at once from the College and the service, on the recommendation of the Council.

12. At the expiration of their two years' study, the student apprentices will undergo an examination by the Professors of the College, and the three assessors selected under the orders of Government, from the number of the Medical Officers serving at the Presidency, and their affording proof of proficiency in the branches above noted, they will be drafted to European Regiments, or to the General Hospital at the Presidency, there to await turn for promotion as Assistant Apothecaries or Assistant Stewards.

13. In future all subordinate Medical Officers shall be subject to a searching examination previous to promotion in the Department. No apprentice shall be promoted to the rank of Assistant Apothecary or of Assistant Steward, and no Assistant Apothecary or Assistant Steward shall be promoted to the higher grades of the Department, who cannot produce satisfactory testimonials of good character, and afford proof on examination by the Committee of three Medical Officers belonging to European Corps, of continued proficiency in the above branches of professional knowledge.

14. Respecting those of the subordinate medical department, who may not have had the advantage of previous scholastic instruction, the committee of medical officers in preparing the questions to be answered by them, will be guided by opportunities which the parties may have enjoyed of acquiring professional knowledge. It will be indispensible that they shall possess an entire acquaintance with all Returns and Reports and Indents required in the apothecary and Steward's departments, a set of which in their own hand-writing they should produce before the committee,

and in short, under no circumstances shall any individual of the department be passed for the superior grade, unless found sufficiently qualified for every duty which, from his position in the public service, he may be required to perform. (*109*) *Order of 25-6-1847.*

(Signed) W. M. N. STUART, *Major,*
Officiating Secretary to the Government of India,
Military Department.

II.—Madras.

The establishment of a medical school for the further training of medical apprentices (of European descent) and of native medical pupils, who used to receive practical instruction in hospital duties, was sanctioned by the Government of Madras in July 1835. The course of instruction comprised Materia Medica, Elementary Pharmacy, Anatomy and Physiology with dissection, Surgery and Practice of Medicine, the instruction being given through English. After the establishment of the Madras University (*i.e.* High School) the Board of Governors submitted in January 1842 a scheme for starting "a Collegiate Class in the Faculty of Medicine to be attached to that institution," by amalgamating the existing Medical School with the proposed class. The scheme was disapproved of by the Court of Directors in their despatch No. 20 of 18th October 1843 (111); but continued to be discussed until the receipt of the educational despatch of 1843. In a minute of consultation dated the 22nd June 1852, the Governor in Council observed as follows:—" Since then (the submission of the first proposal by the Board) medical classes have been established at the Madras Medical College, under the auspices of the Medical Board and the professors of the College, with such distinguished success, as wholly to supersede the necessity for any further consideration of this important point in connection with the University and it is the unqualified opinion of the Government that any plan or proposal for the combination of the duties of the Medical College with those of the University, supposing one to be hereafter fairly and fully founded, should be peremptorily negatived."

The Medical School was under the charge of the Surgeon of the General Hospital. The general direction of the institution was vested in a Council composed of the professors acting under the supervision of the Medical Board. The successive stages in the development of the institution were the following :—

(*a*) The staff was strengthened in 1846 by a professorship of Chemistry and the next year by the addition of posts for anatomy, physiology, midwifery and diseases of the eye. In 1850 a professor of botany was appointed.

(*b*) In 1851 the institution was raised to the status of a college.

(*c*) In 1854 application was made for the recognition of the institution by the Royal College of Surgeons of London " as one of the Colonial Schools of Medicine and Surgery." This recognition was granted in 1855.

(*d*) A primary medical school for the purpose of preparing native candidates for admission into the Medical College was opened in November 1857.

(*e*) In 1857 a controversy arose regarding the course of studies prescribed for the Military Medical Students and " for the improvement of the Subordinate Medical Department by throwing open the appointments hitherto held under the designation of Native Surgeoncies to Europeans and East Indians, and abolishing the distinction on the score of birth by which the Apothecary's grade of the Medical Subordinate Department is confined to East Indians and the Dresser grade to Natives." It continued for some two years during which lengthy minutes were recorded by the College Council, some of the Professors and the Director of Public Instruction, and was finally set at rest by Government Order No. 3757 of the 24th October 1859 (112). Important changes which were effected under this order were noticed by the Director of Public Instruction in his report for 1859-60 (113).

(110) Despatch No. 20 of 18th October 1843.

The second of your communications now replied to has reference to your proceedings on the propositions of the Board of Education for establishing a College of Civil Engineers and a Medical College at Madras. *(110) Despatch of 18-10-1843.*

* * * * * * *

We hope and expect that as your plans become developed the school will be much more resorted to but we think that any proposals to establish Medical or Civil Engineering Colleges at this moment, are unwarranted by the state of preparation in the native community, and that it will be quite time enough when, from amongst some hundreds of native young men, familiar with the use of the English language, and with various important branches of general knowledge, classes can be formed for the cultivation of professional and practical knowledge. With regard to the Medical College of Calcutta, which has in a great measure given rise to the suggestion of the Education Board, we have to observe that whatever success may have attended its operations was prepared for by years of previous cultivation, not only of English, but even of Medical Science. The Hindu College which is analogous in its plan to the high school of Madras, had been in existence for more than twenty years, when the Medical College was founded, and had filled Calcutta with accomplished native English scholars, and besides this European Anatomy, Surgery and Medicine had been taught for several years both at the Sanscrit College and the Madrassa, and an Hospital and Dispensary had even been attached to the Medical Class of the former. All the pupils of the Medical College, who first were entitled to diplomas, had been distinguished scholars in the Calcutta seminaries. A shorter interval will no doubt be sufficient to prepare the pupils for instruction in the Medical College at Madras, but it is obvious that there cannot be at present, nor for some time to come, an adequate number of well instructed young natives, to form such a Medical school as to justify the expense which it must entail, by the benefits which it would disseminate.

(111) Order No. 3757, 24th October 1859.

In the foregoing papers, several important questions relating to the subordinate Medical Department are amply discussed. *(111) Order of 24-10-1859.*

2. It is brought to notice that the Subordinate Medical Service generally is in many respects not in a satisfactory state, and the necessity for increased pay and better prospects is strongly urged.

(111) Order of 24-10-1859.

3. On the other hand, the establishment of the Native Surgeoncies has failed to secure an adequate number of well skilled Native practitioners or to attract a superior class of candidates for the Native branch of the Department. The authorised number of appointments is not complete, and it is stated to be doubtful whether some of the Native Surgeons are as well qualified as many of the Assistant Apothecaries.

4. It is also pointed out, that for the simple duties properly belonging to the Dresser grade, and the low scale of the previous education of the candidates for this grade, the course of instruction pursued in the Medical College is utterly unsuited.

5. As regards placing the department on a more desirable footing in point of pay and prospects, the Governor in Council observes that propositions with this object have been already laid before the Home Government and the Government of India; but considering the existing financial difficulties and the time that has already elapsed since this subject was first brought under notice, he proposes in disposing of the correspondence now before him, while establishing certain fundamental principles, to confine himself to those measures which may, if possible, be compassed without any increase to the present authorised expenditure, and which may in consequence be carried into effect without delay.

Letter to Court of Directors, 25th October 1855, No. 133. To Government of India, 25th September 1857, No. 3332, 24th December 1858, No. 4693.

6. He is of opinion that, in the first place, on the principle of securing for every appointment, the person who, all things considered, appears to be best qualified, there should be no regard whatever to race or parentage, and that every grade should be thrown open to all classes, European, East Indian and Native, without any distinction.

Second.—That the grade of Native Surgeon should be abolished, the appointment of Sub-Assistant Surgeons being established for it.

Third.—That a clear separation be made between the superior professional class which is intended to assist the European Medical Officers, and to undertake certain minor independent charges, and which will comprise the ranks of Sub-Assistant Surgeon, Apothecary,* 2nd Apothecary, and Assistant Apothecary; and the class of 1st, 2nd and 3rd Dressers, whose duties are to a great extent of a mechanical nature, and who will be

* 5S eniors of this grade being in receipt of superior allowances, and termed "Senior Apothecaries."

in future designated "Hospital Assistants," being divided into two or three grades, as may be deemed necessary. Students for the higher class will be educated at the Medical College as at present; those for the class of Hospital Assistants will be educated in the Primary School under the general superintendence of the Principal of the Medical College. The vacant stipendiary Studentships, both in the Medical College and the Primary school, will be open to public competition at the examinations of candidates, to be held periodically. Students in the Primary School, and Hospital Assistants who may be qualified, will be allowed to compete for admission to Studentships in the Medical College. *(111) Order of 24-10-1859.*

7. Adverting to the remarks in paras. 24 to 27 of the Adjutant General's letter respecting the amalgamation of Europeans and East Indians with Natives in the Subordinate Medical Department, His Honour in Council observes that the postings of Medical Subordinates being made by the Commander-in-Chief, on the recommendation of the Director General, while there is no doubt that in any case the latter Officer would consult His Excellency's wishes, His Excellency has further a final control; and there appears therefore to be no reason to apprehend that the appointments to Regiments, Hospitals and Dispensaries, etc., Military as well as Civil, may not be so arranged that, in every instance, at the same time that the person who is found most suitable in every respect shall be selected, the inconveniences anticipated in the Adjutant General's letter may be avoided.

G. O. C. C. 27th July 1859, No. 71.

8. It is remarked that by a recent rule * all candidates for admission into the Subordinate Medical Service are attested, and under a previous order † no Medical Subordinate is entitled to claim his discharge under 10 years service, otherwise than upon payment of the whole amount of stipend received by him up to the date of his being passed out of the Medical School as qualified for the public service. The Governor in Council is of opinion that the existing arrangements on this head should not be disturbed, but that no additional measure is called for.

* G. O. G. 19th April 1859, No. 152.

† G. O. G. 31st January 1851, No. 16.

9. Having thus laid down the principles on which the Government desire to proceed, they resolve to appoint the Director General of the Medical Department, the Director of Public Instruction and the Adjutant General (acting under the direction of His Excellency the Commander-in-Chief) as a Committee for the purpose of determining the number and rates of pay of the several grades of the Subordinate

(111) Order of 24-10-1859.

Medical Department on the new footing, settling the necessary details, and framing the required rules for carrying the proposed arrangements into effect, with due regard to the just expectations of those persons who have entered the service under the existing system. They will consult the Principal of the Medical College on such points as may be necessary, and also to obtain from the Military Auditor General and Civil Auditor such information as they may require to aid them in the preparation of their scheme.

10. The Governor in Council desires to interfere as little as possible with regard to the course of studies at the Medical College and the Primary School, as he considers the Medical Authorities the fittest judges of what is adapted to the capacities of the students, and best calculated to render them efficient for the duties they will hereafter be called upon to perform. He accords his sanction to the curriculum of study for the Medical College for the Session of 1859-60 proposed by the Principal in his letter of 9th February 1859, No. 254, approved by the Director General and recommended by the Director of Public Instruction, and which, it is presumed, has been already entered upon.

11. The Governor in Council, however, requests that in every arrangement connected with the Medical College, the important object of encouraging Students to qualify themselves for the independent exercise of their profession may not be lost sight of. He is persuaded that, with judicious management, the superior practical advantages of Western Medical Science will make themselves felt in every part of India. The demand for Medical assistance for the Railway and other Private Companies and for the Shipping is already considerable; but the great demand of all will be that arising from the increased wealth and intelligence of the Native population.

(True Extract.)

(Signed) H. MARSHALL, *Colonel,*
Acting Secretary to Government.

(112) Medical College, Madras.

(112) Medical College, Madras.

Henceforward the Medical College will consist of the following Departments: First, A Senior Department for the instruction of young men who have received a fair general education and who desire to obtain the appointment of Sub-Assistant Surgeons which grade is to be substituted for the present grade of Native Surgeon, or to qualify for a degree in Medicine at the Madras University or elsewhere. Candidates for admission to this department of the College will be required to pass the

Matriculation examination of the Madras University. Five scholarships, each of the value of rupees 20 per mensem and tenable for five years, are to be attached to the Senior Department. They are to be awarded by competition on the result of the entrance examination; candidates who fail to obtain scholarships, but who pass the prescribed standard of examination, being admitted as free students. Appointments to the grade of Sub-Assistant Surgeon, which upon the principles advocated in my letter of the 23rd August 1856 and 30th July 1858, will be conferred without reference to creed, colour or caste are to be determined by the result of the final examination at the conclusion of the College course, the appointments being awarded to the most proficient students, whether scholarship holders or free students. *(112) Medical College, Madras.*

A second Department for the instruction of Paid Candidates and Medical Apprentices qualifying for the grade of Assistant Apothecary, who are to be admitted into the service as Paid or Unpaid Candidates on the result of a competitive examination, as provided for in the General Order of the Commander-in-Chief under date the 5th May 1859; provision being made for their doing duty in an Hospital for at least one year previous to their admission into the College.

III.—Bombay.

Early in 1837 Sir Robert Grant who was then Governor of Bombay asked the Bombay Medical and Physical Society for a report on native medical education. Enquiries were also made at the same time through the medical officers in the Presidency as to the condition of native medical practice in the several districts and "whether there existed prejudices likely to operate as an obstacle to the introduction of a better system." On the basis of the reports and information received from the above sources, Sir R. Grant drew up a scheme for the establishment of a Medical Institution at Bombay. It was approved by the Government of Lord Auckland just before the death of Sir R. Grant.* At a public meeting held on the 28th July at Bombay the following resolutions were adopted:

"That a subscription be immediately opened for the formation of a fund to be devoted to the public Commemoration of Sir Robert Grant."

"That on condition that the Medical College so ably planned and so zealously advocated by Sir Robert Grant, be established and bear

* He died at Dhapooree on the 9th July 1838.

his name, the fund be applied, under the direction of a Committee to be nominated by this meeting, to the erection of a suitable building for that Seminary, or the foundation of Scholarships to be conferred after public competition on its most deserving pupils, &c."

The Court of Directors sanctioned the opening of a Medical School as proposed by Sir R. Grant and "authorised its being designated 'The Grant Medical College'."

The foundation stone of the College building was laid by the Lord Bishop of Calcutta on the 30th March 1845. In October 1845 the College was formally opened and five free and seven stipendiary students were admitted. The first regular session of the College began on the 15th June 1846, when the full course sanctioned by Government was introduced (113).

The Sir Jamsetjee Jeejeebhoy Hospital deserves special mention as being the "School of Practice" of the Grant Medical College. In 1838 Government accepted a donation of one lakh of rupees from Sir Jamsetjee and agreed to contribute an annual amount towards establishing a hospital "for the relief of the sick native poor of all denominations." The hospital was opened in 1845.

*   *   *   *   *   *

Important events in the subsequent progress of the Institution were these :

(*a*) In 1851 the appointment of a Professor of Midwifery, a Professor of Medical Jurisprudence and a Curator of the Museum, the establishment of the Sir Jamsetjee Jejeebhoy Obstetric Institution in connection with the College in 1851.

(*b*) The sanction of Professorships of Materia Medica, Anatomy and Physiology and Ophthalmic Surgery in 1853.

(*c*) Recognition of the College by the Royal College of Surgeons of England as one of its Affiliated Schools for Medical Instruction in the year 1854.

Extracts from the first report of the college, giving an account of the endowments which the institution possessed at the time are reprinted below (113*a*).

Plate 5.



Photo.-Mech. Dept., Thomason College, Roorkee.

SIR JAMSETJEE JEEJEEBHOY, BART. (1783—1859).
A liberal benefactor of Education.

(*113*) *Course of instruction pursued at the Grant Medical College, Bombay.*

The following has been laid down as the course of instruction to be pursued in the College. It has received the sanction of the Education Board and been notified publicly in the Government Gazette. The Session will commence annually on the 15th June and terminate on the 15th April and the following is the course and order of study which will be observed : (*113*) *Course of instruction.*

Subject.	The period and order of attendance by Students.	Remarks.
Anatomy	1st, 2nd & 3rd years	The Institutes and Practice of Medicine and Clinical Medicine, by Dr. Morehead.
Chemistry	1st & 2nd years	
Institutes of Medicine, including the general doctrines of Physiology, Pathology, and Therapeutics.	2nd & 3rd years	Anatomy, Surgery, and Clinical Surgery, by Mr. Peet.
Materia Medica, Pharmacy, and elements of Botany.	2nd & 3rd years	Chemistry, Materia Medica, and Medical Jurisprudence by Dr. H. Giraud.
Surgery	3rd, 4th and 5th years	......
Practice of Medicine	3rd, 4th and 5th years	......
Clinical Surgery	4th and 5th years	......
Clinical Medicine	4th and 5th years	......
Medical Jurisprudence	4th and 5th years	......
Midwifery	4th and 5th years	......

The students, during the first and second years will in rotation attend the Jamsetjee Jejeebhoy Hospital, with the view of acquiring a practical knowledge of Pharmacy and of minor Surgery. They will attend the Hospital during the 3rd 4th, and 5th years, with the view of acquiring a practical knowledge of Medical and Surgical diseases.

(*113*a) *Extracts from the first report of the Grant Medical College, Bombay.*

" The Medical College has also the advantage of possessing endowments for the reward and encouragement of deserving students. These are the Farish, Carnac, and Anderson scholarship Funds, Sir Jamsetjee Jejeebhoy Medical Book and Prize Funds. The Scholarship Funds were subscribed by the friends of the Hon'ble Mr. Farish, in conformity with a resolution passed at a public meeting held on the 18th February 1841 ; by those of Sir James Carnac at a meeting held on the 22nd April 1841 ; by those of the Hon'ble Mr. Anderson, at a meeting held on the 16th February 1844."

(113) *Course of instruction* --contd.

"In the month of June 1848, Sir Jamsetjee Jejeebhoy proposed to pay into the permanent treasury the sum of Rupees 10,000 to form a fund the interest of which is to be annually disbursed in reducing the cost of Medical Books required by the Students of the College. Also a sum of Rupees 5,000 the interest of which is to form an annual prize to be awarded to the student of the 4th or 5th year who evinces the greater familiarity with and knowledge of the practical details of Medi. cine and Surgery."

B.—Engineering Education.

I.—*Bengal.*

The establishment of a chair of engineering in connection with the Hindu College is thus noticed in the annual report of the Council of Education for 1844-45.

(*xliv.*) "The establishment, in connection with the Hindoo College, of chairs of Natural Philosophy and Civil Engineering was sanctioned during the past year, upon condition of the lectures being thrown open to all who wished to attend upon payment of a regulated fee. A salary of Rs. 300 per mensem was guaranteed to each of the Professors and half the fees of pupils attending the course, the remaining half to be devoted to the purchase of books, apparatus and such means of instruction as may be necessary."

The chair of engineering however remained vacant as no professor was available. In July 1847, the Council of Education was asked by Government to report upon two schemes, one formulated by the Bombay Government (116) for the establishment of a subordinate branch of Engineers and the other by the Military Board "to restrict the employment of persons in the department of Public Works to those of the military class (and therefore to Europeans)". After considering the report of the Council Lord Dalhousie recorded a minute (117) recommending to the Court of Directors the establishment of an engineer class at each of the Presidencies. But no orders on this communication are traceable. The Council of Education submitted another proposal for establishing a school of engineering as a separate department of the proposed Presidency college in March 1854. In May 1854 the Super-

intending Engineer, Lieutenant-Colonel H. Goodwyn advocated the institution of a college of engineering "for the general improvement of the department of Public Works." This was followed by another recommendation for the immediate establishment of training school "as a nucleus and preliminary adjunct to the college." The Government of India after considering all the schemes again submitted to the Court of Directors their recommendations for the establishment of a college of engineering (118). The Court of Directors in their despatch No. 47 of 2nd May 1855 approved the proposal for establishing a separate institute of engineering which was not to be a department of the Presidency College and asked for the submission of a detailed scheme for their final sanction (119). This sanction was received in the Court's Despatch of the 19th September 1855, and the college was opened in November 1856 at Writers' Buildings in Tank Square, a portion of which had lately been vacated by the Fort William College.

114) Extracts from the General Report on Public Instruction in Bengal, 1847-48.

(114) Report for 1847-48.

Subordinate Engineering Department.

In July last, the Council were directed to report upon a plan submitted by the Government of Bombay for the establishment of a subordinate branch of Engineers at that Presidency.

A brief outline of the proposal referred to, is subjoined :

"The subordinate Engineer Department to consist of three grades, each grade being divided into two classes, as follows :—

		Rs.
Assistant Engineers	1st Class . . .	150
	2nd ,, . . .	120
Surveyors and Builders . . .	1st Class . . .	100
	2nd ,, . . .	80
Assistant Surveyors and Builders .	1st Class . . .	60
	2nd ,, . .	40

Admission to any grade to depend upon qualification tested by examination, and any candidate reported fit only for the 2nd class of a grade, not to be promoted to the 1st class of the same grade without examination to prove fitness.

(114) Report for 1847-48. —contd.

The qualifications to be as follows :—

Assistant Engineers.

A knowledge of a complete course (Hutton's) of Arithmetic, Logarithms, the simple Elements of Algebra and Plane Geometry, Mensuration of Planes, Solid Plane Trigonometry, and Mensuration of Heights and Distances. The use of the Theodolite and Spirit Level, Simple Trigonometrical Surveying, the calculation plotting, and fair delineation of Simple Trigonometrical and Topographical Surveys.

The delineation and finishing in shade and color of designs in Architecture and Civil Engineering. The calculation and estimating of the same, as also their lining out for execution; an acquaintance with the properties and qualities of building materials, and of the principles of simple framing in Carpentry.

Surveyors and Builders.

A knowledge of Arithmetic (Hutton's Course) to the end of the Logarithms, Practical Geometry, Mensuration of Planes and Solids. The use of all ordinary drawing instruments, and the ordinary mason's and roadlevels, surveying with the plane table compass, chain, fair plotting, and delineation in lines and shade of such surveys. The delineation and shading in ink of simple designs in Architecture and Civil Engineering, the calculation and estimating, as also the lining out of such simple designs for execution. A practical acquaintance with the properties and qualities of materials for building.

Assistant Surveyors and Builders.

A knowledge of Arithmetic (Hutton's Course) integers and fractions to the end of the Square Root, the elements of Practical Geometry, Mensuration of Planes and Solids. The use of Compasses and Scales. The delineation in ink of the simplest description of topographical drawings and designs in Architecture and Civil Engineering. The lining out of the latter for execution, surveying with chain and cross staff. The fair delineation of such simple surveys, a practical acquaintance with the properties and qualities of the ordinary simple building materials.

The above qualification to be considered equally meritorious whether attained and applied through a Vernacular or an English medium."

Native Subordinates in the Department of Public Works.

In August last, Major Goodwyn, then officiating as Superintending Engineer of the South Eastern Provinces applied to the Council to assist him in introducing a more highly educated class of native subordinates into the Engineer Department, those at present employed possessing such a rudimentary knowledge of reading, writing, and accounts as fitted them only for discharging the ordinary

indoor duties of writers; whereas Overseers and Darogahs acquainted with mensuration, capable of taking a section of a road or embankmen, and of drawing up simple plans and estimates were required. *(114) Report for 1847-48*—concld.

The salaries attached to these offices range from a minimum of 10 to a maximum of 25 rupees a month; Major Goodwyn was, therefore, informed that it was hopeless to expect natives possessed of the requisite qualifications, to enter a department in which a considerable amount of personal exposure was required, while the prospects held out were inferior to those which individuals of a much lower scale of acquirement could at present command in any other line of life they chose to adopt, The salaries mentioned are inadequate for the maintenance of any respectable native, and it is feared that educated men who would accept of employment in such circumstances, would only do so with the hope of adding to their incomes by the dishonest means which such low salaries would tempt them to resort to, where the chances of detection are remote and dismissal a very inadequate punishment for those qualified to gain a much more ample maintenance by honest labour.

Education must spread to a greater extent than can reasonably be anticipated for many years to come, before the competition is so great as to secure native agencies of a high standard of qualification for very moderate provision and no chance of ultimate competence.

(115) *Minute by the Earl of Dalhousie, dated the 29th of August 1848.*

(115) Lord Dalhousie's Minute of 29-8-1848.

Civil Engineering Class D.

So far as my experience and observation have yet enabled me to judge, the extent and nature of the more subordinate officers in public works require amendment as much as any portion of our system.

I conceive that great good would result from the training in a well instructed class of a certain number of youths annually, to fill vacancies as they arise and to meet the increasing demands of the departments.

The establishment of such a class at each of the Presidencies would not be attended with a great expense.

The Court appears to have sanctioned it to a certain extent at Madras; and it is already in practice in the North Western Province.

I would therefore submit this proposal to the Court as a general one recomending it strongly for their favourable consideration.

(115) Lord Dalhousie's Minute of 29-8-1848— contd.

The Bombay Government should be informed we have done so; and in the meantime it seems no more than bare justice that the youths trained in the Civil Engineering Class at the Elphinstone Institution should have employment found for them as vacancies occur.

D(ALHOUSIE),

29th August, 1848.

I entirely concur.

F. M(ILLET).

I concur.

J. H. L(ITTLER).

(116) Despatch, dated the 1st September 1854 to the Court of Directors.

(116) Despatch of 1-9-1854.

No. 29 dated 5th May 1854.
,, 57 ,, 21st July 1854.
,, 65 ,, 11th August 1854.
Minute by the Governor General, dated 11th July 1854. Concurred in by the Hon'ble J. A. Dorin and Major-General the Hon'ble J. Low, C.B.
Minute by the Hon'ble J. P. Grant, dated 25th August 1854.

With reference to our Despatches as per margin we have the honour to submit to your Hon'ble Court the accompanying communications from the Government of Bengal together with our Minutes here noted relative to the establishment of a Civil Engineering College at Calcutta.

2. Since the above minutes were written, your Hon'ble Court's Despatch No. 49, dated 19th July on the enlarged system of Education to be pursued in India has been received and we cannot now suppose it possible that your Hon'ble Court will have objection to sanction the enhanced expenditure which will be entailed by establishing an Engineering College for both the practical and theoretical instruction of persons to be employed in the public service quite independent of the mathematical and Engineering instructions to be given generally to all parties in the proposed new Presidency College.

We have, etc.

FORT WILLIAM,

The 1st September, 1854.

(*117*) *Despatch, dated the 2nd May 1855, to the Governor General of India in Council.*

Letter, dated 1st September, No. 7 of 1854.

In this letter you submit, with reference to the accompanying correspondence with the Government of Bengal, a recommendation for the establishment of a College of Civil Engineering in Calcutta for the practical and theoretical instructions of persons to be employed in the Public Service independent of the Mathematical and Engineering instruction to be given generally to all parties in the proposed new Presidency College. (*117*) *Despatch of 2-5-1855.*

We have, as you are aware, taken a warm interest in the establishment and progress of the Thomason College of Engineering at Roorkee and have recently sanctioned the establishment of similar institutions at Madras and Bombay. We are of opinion that the object of affording to all grades the means of acquiring a sound practical and theoretical knowledge of Engineering in all its branches is far more likely to be attained through the means of a separate institution than in the mode proposed by Mr. Grant of combining a scientific course at the Presidency College with practical instruction at various detached working Establishments in Calcutta. We accordingly authorize you to frame a scheme for a College of Civil Engineers on the combined plan of the Thomason College at Roorkee and Captain Maitland's School at Madras, submitting the same for our final sanction.

In consequence of this resolution it will be unnecessary that instruction in Civil Engineering should form any part of the course of instruction at the Presidency College but examiners will, of course, be attached to the University for the purpose of testing the attainments of those who may present themselves as Candidates for Honors and Distinctions in this Branch of study.

LONDON,
The 2nd May, 1855.

II.—Madras.

The first proposal for the opening of an engineering class in connection with the High School at Madras was submitted by the University Board to the Government in 1842. But it was disallowed by the Court of Directors' despatch, dated the 18th October 1843. Several attempts were afterwards made, the last being in 1853, to establish (*a*) *Engineering College.*

this class which did not, however, come into existence until after the constitution of the university of Madras in 1857. In his report for 1856-57 the Director of Public Instruction remarked :—

(*xlv*) "The arrangement for the establishment of the projected Civil Engineering College not having been completed, the Survey School and that established by Major Maitland at the gun carriage manufactory have been respectively continued on their previous footing. The project, however, of incorporating the latter institution with the Engineering College which was at one time entertained has been finally abandoned. The survey school will merge in the Engineering College, which will be opened at an early date."

The institution was started in 1858 and the Director of Public Instruction in his report for 1858-59 made the following remarks about it :—

(*xlvi*) "The long projected Civil Engineering College has been brought into operation during the year under review ; the Survey School formerly attached to the Board of Revenue and subsequently to the Chief Engineer's office, having been adopted as its basis. The plan upon which it was originally proposed to establish it, *viz.*, that it should provide instruction for all grades of the Public Works Department, except officers of the corps of Engineers and civil engineers educated in England, has been abandoned for the present on financial grounds ; and it has been determined to confine it to training candidates for the grades of Suboverseers and of Assistant Engineers."

(b) School of Ordnance Artificers.

An interesting industrial school in Madras was the school of Ordnance Artificers which was opened in 1840 by Major Maitland, Superintendent of the Gun Carriage Manufactory. The school was taken over by Government in 1855. A few extracts from a letter of Major Maitland to Dr. Mouat, Secretary, Council of Education , Calcutta, are reprinted in this chapter giving the history of this institution.

(c) School of Industrial Arts.

A school of Industrial Arts was opened by Dr. Hunter, Surgeon of the Black Town in May 1850, "with the liberal and enlightened design of creating among the Native population a taste for the humanizing culture of the fine arts." In June 1851 he started another institution called the School of Industry, "to afford to the rising generation of the country the opportunity and means of acquiring useful handicrafts ;

to improve the manufacture of various articles of domestic and daily use, now largely made in the country, but rudely and uncouthly; and also by developing the latent material resources of the country, to create a local supply of several articles in general demand, which hitherto have been almost entirely imported; to improve the taste of the native public and make them familiar with beauty of form and finish in the articles daily in their hands and before their eyes." The two schools, amalgamated into one under the name of "School of Industrial Arts," became a Government institution in 1855.

(119) Letter, dated the 13th September 1849 from Captain J. Maitland, Superintendent, Gun Carriage Manufactory, to F. J. Mouat, Esq., Secretary to the Council of Education, Calcutta.

I have the honor to acknowledge your letter of the 4th July last enclosing me a copy of the rules and course of study followed in the Roorkee College and requesting me to state my opinion as to how far I can carry out a similar or greater extent of practical education in Engineering, in my school, and what additional establishment and means of instruction I would consider necessary to enable me to do so. *(119) Captain Maitland's letter.*

That the Council of Education may know the grounds upon which I have come to the following conclusions: I have given a brief history of the condition of the Artificers before and after the establishment of my school, the mode and course of instruction, and all particulars that I can recollect connected with it—and being fully aware of the great importance of the subject, I regret very much that sickness and other causes have prevented me from answering your letter at an earlier date.

History of the Corps of Artificers.

During the last Mahratta war it was found impossible to secure permanently the services of a sufficient number of competent native Artificers to accompany the forces then in the field, and much inconvenience was felt in consequence of these camp followers continually deserting. To provide for the necessities of the service, and at the same time to afford employment for East Indians, a corps of 156 men, denominated the Corps of Carnatic Ordnance Artificers, was raised in the year 1821 by the late Sir Thomas Munro, and placed under the orders of the Principal Commissary of Ordnance at Madras.

Its origin.

(119) Captain Maitland's letter—contd.

In December of 1833 this Corps was broken up, and detachments of it were distributed through the Arsenals of the Madras Presidency in the place of their Native Artificer Establishments. To each detachment, one Artificer was appointed Foreman, on a salary of five rupees monthly in addition to his pay. A few men from the Arsenal Fort St. George were attached to the Manufactory, as supernumeraries to the fixed allotment, and the pupil establishment, consisting of 2 Serjeant Instructors and 30 Apprentices, as a nursery for the Corps of Artificers, has continued ever since at the Gun Carriage Manufactory.

Employment in Arsenals in lieu of the Native Artificer Establishment.

Pupil Establishment at the Gun Carriage Manufactory.

The General Order raising this corps, states, that "The Artificers will be enlisted as European Soldiers, will be paid, mustered, and returned accordingly, and will be amenable as such to Martial Law"—but one very essential difference was made between this and every other European Corps, *viz.*, that no hope whatever of any promotion in the service was held out to the Carnatic Ordnance Artificers. Increased pay was given to them according to their length of service without any reference as to their characters or their qualifications as workmen. An artificer might be ever so expert intelligent, and ingenious, with a mind of a superior order—still, there was no opening to reward or encourage his merit or good conduct—and the result was what might have been anticipated.

All the Rules and Regulations for this Corps published at different times appear in General Orders, *vide* Appendix to this Report

The Corps amenable to Martial Law—but the men not eligible for promotion in the service.

When I was placed in charge of the Manufactory in May 1839, the condition of the Carnatic Ordnance Artificers attached to the Department was very unpromising. Of the men who could read and write, few ever opened a book and had nearly forgotten what they had acquired as boys at school—others were wholly ignorant of every thing but their trades. The best men were gloomy and hopeless, and did not try to work harder or better than the natives although their pay was very much higher, and when I enquired the cause of their morbid feelings, I was told that they could gain nothing by being assiduous, that while they were enlisted as Europeans, and liable to all the punishments and vicissitudes of European Soldiers (being especially enlisted for Field or Foreign services) yet, they were deprived of all rank promotion and honors in the service, and classed with Native Camp followers. If such was the feeling and condition of the really good men, the others were reckless reprobates—many were habitual

Condition of the Artificers when Capt. Maitland assumed charge of the Manufactory in 1839.

drunkards, and disturbers of the neighbourhood in which they lived, without shame, or sense of propriety skulking work altogether, or doing as little as possible and giving much trouble to every one placed over them. There was a feeling throughout the East Indian Community against placing a lad in the Corps of Artificers—Parents and Guardians considered any other way of gaining a livelihood preferable—the European officer officiating as Secretary to the Male Asylum would not allow clever boys to enlist in the Corps, as he also considered it a bad provision even for Orphans from that Charity, holding out no prospects of advancement, and the Corps had a bad name from the indiscretion and misconduct of its bad characters—whereas, in the Medical line, as a surveyor, or as clerk in an office, a smart boy might rise to high rank and emolument.

(119) Captain Maitland's letter—contd.

Public opinion unfavourable to the Corps.

About the middle of the year 1840, I resolved to try if the Ordnance Artificers and pupils at the Manufactory could be induced to study and improve themselves that they might become Mechanics and Artizans of a superior order, and that out of their number might be found intelligent foremen and overseers for the Ordnance Branch of the service. To accomplish this end, I established a school on a very limited scale, and the attendance of the Artificers was at first left optional, but shortly afterwards made compulsory. The scholars were taught reading, writing, and arithmetic—the chief object in view was to make all parties sit down quietly and peaceably for an hour every morning, and if possible, to make them reflect a little. This experiment was partially successful—the attendance was not great, nevertheless, I was determined to presevere so long as there was any hope of accomplishing the reformation of a body of men who seemed to possess good abilities, and only needed to be disciplined, and taught, and their circumstances improved, to make them efficient public servant.

Captain Maitland's object in establishing his school.

* * * * * *

All the Warrant and Non-Commissioned officers, the Overseer, Foremen, Artificers and Pupils with the Clerks belonging to the Gun Carriage Manufactory, are either teachers or scholars in the school which lasts only from half past 7 A.M. (the hour when the establishment assembles for work) till 9 o'clock daily. They are marched from the master parade to the class room, where high and low, old and young, sit side by side in whatever class they belong to. Unless a person can pass an examination into a higher class, he is not transferred to it. Old men

All men on the establishment of the manufactory either teachers or scholars in the school.

(*119*) *Captain Maitland's letter*—contd.

with spectacles on and young boys just received into the department, are all treated alike with great consideration. The old man may be a first rate workman, but a poor scholar, a clever boy is ignorant of his trade, he has many years to work, before he can come near the old hand to compete with him for promotion in the Corps. In this way all have progressed quietly and satisfactorily in their studies, which are as follows :—

Studies of the several classes.

The lowest class, with Serjeant Instructor Foxan as teacher, is taught reading, writing and arithmetic, as far as the rule of three.

The next class under Mr. Henderson, (Head clerk) is taught every thing contained in Walkinghame's arithmetic.

The lowest Geometry class, under Artificer Hunter, (a Black Smith and Armourer) is taught the Definitions and 1st book of Pasley's Geometry, and some Artillery out of young Officer's course of instruction at the Mount Artillery Depôt.

The highest Geometry Class, under Foreman Skinner, (a Black Smith Turner) is taught Pasley's whole course of Mathematics, and more Artillery out of the same work.

The Plan Drawing Class, under Mr. Etridge, Draughtsman to the department, is taught Printing, Geometrical figures, Architectural drawings, Plans of component parts of Ordnance work, and entire carriages and machines of various sorts. The scholars note down on scraps of paper the measurements which they have taken themselves with compasses from the full-sized articles and from their rough sketches make out fair copies.

The highest class, under Artificer Wake (an Armourer and Turner) study Mechanics, Millwright's work and Artillery.

The pupils allowed leave after working hours till 8 P. M. three evenings of every week.

Three evenings of every week the pupils have leave after working hours till 8 o'clock to go out of Barracks and visit their friends, or take a walk wherever they please. By way of keeping them out of mischief, on the other three, a person reads to them stories, and conveyed information out of the Penny Magazine, or any other book, from 7 till 8 o'clock. This small beginning has since become a most important means of instruction. Lectures are now given on different subjects, such as Biography, Geography, History, Botany, Astronomy, and Pneumatics. It is left optional with the Artificers to attend in the evening as they live in the Town. The school is divided into three classes, as follows.

How employed the other three.

Lectures given on different subjects.

(119) *Captain Maitland's letter*—contd.

3 Classes into which the school is divided.

The lowest, under Artificer Hunter, is taught the rudiments of Mathematical and physical, and a slight knowledge of descriptive Geography, with historical questions. The students of this class being persons of rather advanced age who have had no opportunity to learn these subjects before, their progress is rather slow.

Lowest class.

Middle class.

The next class, under Artificer Wake, is taught considerably more Geography, History, and a little Astronomy.

Highest class.

The highest class, under Foreman Skinner, having passed through a course of Geography, is taught History, Botany, Astronomy and Pneumatics.

* * * * * *

In September 1840 the Ma ufactory made a general working department.

In September 1840 nearly all the Establishment of Ordnance and Native Artificers at the Arsenal, Fort St. George, was transferred to this Department, with a view to make the Manufactory a General working Department for all sorts of work in addition to Ordnance Carriages that the Artificers might thereby gain information by having a variety of work, and to use up good materials formerly sold for almost nothing, as refuse, because not suited for Ordnance purposes. The effect of this change on the men was highly beneficial, and the saving to Government in money enormous. Men may become good Gun Carriage builders who know nothing else, and who would not be able to gain a livelihood elsewhere. A workman brought up in London, owing to the division of labour, only knows his own trade, and is a less valuable practical man in India than a workman brought up in a provincial town in England, Scotland, or Ireland, where he has had to undertake all sorts of jobs. I have therefore always advocated a variety of works as the only way to make the Ordnance Artificers fit for the innumerable occasions on which they are liable to be called on, and are expected to be able to render assistance in the Field and in Garrison Up-Country.

The advantages resulting therefrom.

The arrangement upset in 1846.

In 1846 this arrangement was upset, and in consequence, at present, I regret to say, there is more theoretical than practical knowledge among the boys in my Department.

* * * * * *

(119) Captain Maitland's letter—contd.

To put the institution upon a permanent footing—to pay the Teachers, and also the Superintendent who should have entire control and management of the Institution.

To increase the strength of the Corps, so as to admit of a certain number of Artificers being transferred annually to the Department of Public Works, and to form a Senior Class of the most intelligent men, who would be allowed time from work to learn Levelling and Surveying, etc., etc.

To appoint an examiner of Candidates for the Engineer Department.

To re-establish the Gun Carriage Manufactory as a General Working Department for every variety of work.

The College at Roorkee is to cost Government Rupees 1,950 monthly—this institution may be established on a permanent basis for less than that sum, without any necessity for the construction of a public building. If Rupees 1,950 are paid monthly out of the Government exchequer, the fifty extra Artificers while qualifying for the Engineer Department are each giving back a day's work and they are available for any emergency. The exact pay of the Teachers and Superintendent can easily be determined, if the system I now propose should meet with the favourable consideration of the Madras Government and approval of the Governor General of India.

This institution will cost less than the College at Roorkee.

(Signed) J. MAITLAND, *Captain,*
Supdt., Gun Carriage Manufactory.

GUN CARRIAGE MANUFACTORY,
Madras, 13th September, 1849.

III.—Bombay.

(a) Engineering Class.

The beginnings of Engineering education in the Bombay Presidency are briefly noticed in part I of this series (pages 78 and 197). As early as 1824 an Engineering Institution was in existence, but its subsequent history is obscure. A class for training Engineers was opened in the Elphinstone Institution in 1844, but for want of suitable candidates for admission the class was broken up at the end of the year 1847 (122). The reasons for the failure of the class were explained by the Board in their letter No. 313, dated 29th May 1851 addressed to the Secretary, Public Works Commission (123).

In 1848 the Earl of Dalhousie suggested the establishment of an Engineering Class at each of the Presidencies but at the beginning of 1857 the proposal for a college of engineering at Bombay was still under discussion. A definite scheme was submitted to the Government of India in April of that year (122). *(119) Captain Maitland's letter—concld.*

(*b*) Engineering College.

However, in 1859 the Director observed in his report; "there is no adequate provision in the Presidency for training candidates for degrees in engineering and that branch of the university is consequently incomplete."

The following extract from the Bombay Report for 1855-56 gives an account of the origin of Sir Jamsetjee Jeejeebhoy School of Art and Industry:—

(*c*) School of Art and Industry.

(*xlvii*) "In May 1853 Sir Jamsetjee Jeejeebhoy with his usual munificence, offered on certain conditions, to appropriate a sum of Rs. 1,00,000 to a school for the improvement of Arts and Manufactures in Bombay. This proposal was communicated to the Court of Directors, who desired that a Committee should be appointed to frame a scheme for the establishment of the school, and authorized the Local Government to adopt measures for carrying out the object."

The institution was opened in 1856.

(120) Extract of a letter from Government, dated 5th August 1850, paras. 4 to 9.

Mr. Willoughby's views, moreover, respecting this class, (Civil Engineers) are for the most part founded on the Board's own reports, as the following brief resumé will show. The class was established in June 1844, and was intended to form a nursery for recruiting the subordinate ranks of the Engineer Department, which had been formerly supplied from the old "Government Institution." In October 1846, the number of pupils in the class was only 11, and on the 6th September 1847, the Board reported the failure of their efforts to form new classes of Civil Engineering in the Elphinstone Institution, stating that the inducement held out, of employment in the public service, was insufficient to attract youths into these classes. The sentiments of the Board, communicated in the same letter, in regard to the medium through which instruction should be imparted to this class, are precisely similar to those expressed by Mr. Willoughby. They observe, if the means of *(120) Engineering class, Bombay.*

(120) Engineering class, Bombay—contd.

learning the profession through the medium of the Vernacular languages were afforded, the Board have no doubt that with good prospects before them, there would, in a short time, be an abundance of applicants. The course of instruction would occupy somewhat less than half the time requisite under the present system, and where a knowledge of professional details alone is wanted, it would appear possible, *a priori*, that such knowledge might be equally well acquired through the Vernaculars. This mode of teaching would certainly be far better than through medium of English, when only an imperfect knowledge of that language is possessed by the students, though of course, when such knowledge does exist, preference would be given to the student thoroughly proficient in English.

On the 7th March 1848, the Board reported that " the class of Civil Engineering of the Elphinstone Institution " had been broken up on the 31st December 1847, and added " that the experience of the last 3 years has proved to the Board, that unless the Government can hold out to the students of the Engineer class, a prospect of obtaining appointments with good salaries, no students of competent qualifications will be found to enter it, and therefore, there will be no possibility of re-establishing it."

The class therefore existed about 3 years and a half, and Government know exactly the fruits it produced, for in December 1847, at the request of the Board of Education, a Committee composed of Colonel Jervis, and Captains Crawford and Hart, was appointed to examine the students, ten in number, and of whom were found qualified and passed :

2 as	Surveyors and Builders of the		1st Class.
4	Do.	do.	2nd Class.
4 Asst.	Do.	do.	1st Class.

none passing for the higher grade of Assistant Engineer.

Of these, the two first have been entertained in the service of Government on a salary of Rupees 100 each per mensem ; the four next on 80 Rupees ; and the four last on 60 Rupees per mensem. These salaries, for young inexperienced men on their first entrance into the service, may be considered sufficiently liberal, and His Lordship in Council is of opinion, that it can scarcely be urged, that Government did not hold out due encouragement to the students.

In their report on the examination of these students, the Committee observed, " In the course of our examination, we felt it our duty to test them to the utmost extent of their capabilities. The two first students, particularly, and the four next, in some degree, displayed an apparent acquaintance with branches of mathe-

matics, and Civil Engineering, beyond the scale above referred to ; but it was evident to us, that the memory had been more cultivated than the understanding, that they had been taught rules instead of principles, and that they were at a loss to solve any thing, beyond that which they had committed to memory." Again, in regard to their knowledge of English, the Committee remarked, " they have a fair knowledge of English, but it was evident that all their mental operations were conducted through the medium of their own Vernacular, and, as remarked by the Professor who attended the examination whenever a difficulty occurred, it was arising from want of sufficient acquaintance with the English language." The Committee, therefore, suggested " that the system hitherto followed, of instructing these youths by rules instead of principles, should undergo a reform." *(120) Engineering class, Bombay—concld.*

From what is above stated, the non-success of the Civil Engineering class of the Elphinstone Institution, and the cause of it, are sufficiently apparent ; and the fact, stated in your letter under reply, " that the young Engineers, trained in this class, were by far the best educated young men ever turned out of the Elphinstone Institution ", renders the failure the more remarkable.

True Extract,

(Signed) M. STOVELL,

Secretary, Board of Education.

(121) *Letter, dated 29th May 1851, from the Board of Education, Bombay, to the Public Works Commission.*

I am directed by the Board of Education to acknowledge the receipt of your letter, No. 27, dated 30th ultimo, relative to certain points connected with the late class of Civil Engineers. *(121) Letter of 29-5-1851.*

In reply, I am directed, in the first place, to take this opportunity of explaining the history of this class. It was founded on the recommendation of Colonel Dickinson, when Chief Engineer, and the object was not to produce a class of Assistant Surveyors and builders trained according to the rule of thumb, but scientific Civil Engineers, fully grounded in the theory of their art. For this purpose it was determined by Government that instruction should be given through the medium of English, as in the kindred Institution of the Grant Medical College.

A class accordingly was formed from among the most advanced students of the Elphinstone Institution, a class from which our masters and assistant masters

(*121*) *Letter of 29-5-1851*—contd.

in the service of the Board have been supplied, at salaries ranging as high as Rs. 150 and a Civil Engineer, Mr. Pole, came out from England to undertake the charge of the class. The Professors of the Institution gave us repeatedly to understand that the class in question consisted of the most promising young men who had hitherto been trained in the Institution.

* * * * * * *

The Board have also to record, that after the class for the first year had been formed, they were wholly unable to form additional classes in the second and third year, of students with sufficient qualifications.

The Board, therefore, are called upon to account for these two facts—the incompetence of the class trained as Civil Engineers; the inability to collect additional classes.

First.—To the unfavourable opinion of the Committee who sat in December 1847 may be opposed, I am directed to say, the favorable opinions of the gentlemen under whom the students were trained, Professor Pole, Captain Marriott, Professor Harkness, and Professor Orlebar; and it may be observed that these latter gentlemen, being engaged in daily theoretic teaching, were probably more competent to judge of theoretic attainments (which was all the class has been instructed in) than the Engineer Officers, all long from College, who formed the Committee.

The Board would also observe, that Professor Pole made more than one attempt to obtain access to the public works going on in Bombay, in order to give practical as well as theoretic instruction to his pupils, but he failed.

* * * * * * *

Second.—The Government have not agreed with the Board that "sufficient encouragement has not been held out to the students." But the Board are of opinion that the students are the best judges of this matter; and if the prospects held out by Government are not sufficient to attract a competent class, the conclusion seems to be that the prospects are not sufficiently attractive.

In conclusion, I am directed to observe, that a Civil Engineer in England at the head of this profession gains as much as a Judge or Physician, and if a class of Civil Engineers is to be trained here equal to those of England, (and there seems no reason why there should not), it seems to the Board that something like the same

proportionate prize should be held out to the Native Civil Engineer as to the Native Judge and Native Medical practitioner.

I have the honor to be,
Sir,
Your most obedient servant,
(Signed) M. STOVELL,
Secretary.

(*122*) *Extract from the report of the Director of Public Instruction for the year 1856-57.*

Civil Engineering.—The proposal for a College of Civil Engineering, wherein candidates may be trained for degrees and honours in the University, is still under discussion. The nucleus for the college exists in the Poona engineering class and mechanical school, under the superintendence of Henry Coke, Esq., M.A., Assistant Executive Engineer (who took charge on the 7th February 1857). This institution has merely been kept up as a means of supplying subordinates for the Public Works Department. A scheme for the establishment of a complete collegiate institution, under a principal and professors, in accordance with the principles laid down by the Honorable Court of Directors, in their Despatch No. 7, of 14th January 1857, addressed to the Bombay Government, of which an extract follows, was submitted by the Bombay Government for the approval of the Governmen of India, under date of the 13th April, 1857. (*122*) *Report of 1856-57.*

(18) " A scheme was proposed and sanctioned for forming a school or college, on an incomplete footing, by combining it with the military school previously existing at Poona. It having been found impracticable, after a long correspondence to carry this plan into execution, you resolved, on the 26th January last, to relinquish the attempt, and directed that a scheme for the college should be prepared, so as to provide for it a principal and professors and instructors, who may be able to devote to it their whole time and energies. We approve this resolution ; and we direct that whena scheme, in accordance with it shall have been framed, you submit it to the Government of India, who, having had under their consideration plans for similar institutions in the other Presidencies, are in the best position to form a correct judgment of the means best adapted for providing an education for the various grades of officers to be employed in the Department of Public Works."

(122) Report of 1856-57—contd.

(20) "We will only further remark, that too much importance seems to us to have been attached to the object of bringing military officers into the College. The Colleges of Civil Engineering at the several Presidencies were, no doubt, intended primarily to provide the agency so urgently required in various grades in the Department of Public Works, but this agency we looked for chiefly in the youth of India, whether of Native, of European, or mixed origin. Their introduction into a branch of the public service, for which they will probably be found very well fitted, is likely to give a healthy stimulus to education generally, by the prospect of future employment thus opened up to those who, after passing through a course of general instruction, may apply themselves to the special study and practice of engineering or surveying. In accordance with these views, it is our desire that, as at the Thomason College at Roorkee, the instruction of military officers, both commissioned and non-commissioned, should be regarded as secondary and subsidiary in the plan of the intended college."

I have every reason to believe that the senior classes of the present Poona Engineering School are taught with efficiency by Mr. Coke and his assistants.

IV.—North Western Provinces.

The early history of engineering education in the North Western Provinces is intimately connected with that of the Thomason Engineering College, Roorkee.* This institution was a direct product of irrigation and other engineering schemes undertaken by Government. In 1845 a small engineering class had been held at Saharanpur. In 1847, after the conclusion of the first Punjab War, the vigorous prosecution of the Ganges Canal was determined upon and at Roorkee large workshops, etc., were constructed. The Lieutenant-Governor (Mr. Thomason) perceiving the appropriateness of the time and place, proposed the establishment of a college to supply a staff of Engineers. The scheme was sanctioned and in the same year (1847) Lieutenant Maclagan was appointed Principal of the College and a prospectus was formulated and published. In 1849 the institution was placed on a permanent footing and in 1853 a scheme for its enlargement and improvement was sanctioned. In 1853

* The record on which these brief notes are based is contained in volume II of the Collection of Mr. Thomason's despatches, and a great deal of the valuable note by Mr. Thomason is reprinted in the Thomason Civil Engineering College Calendar (1919).

Mr. Thomason died and in 1854 his name was permanently associated with the College. In 1856 a Committee was appointed to enquire into the working of the college and to prepare plans for its extension. In 1857 the mutiny intervened, but, apparently, the college was comparatively fortunate and work was resumed at an early date. In 1860 Colonel Maclagan retired.

(*123*) *Extract from a letter to the Government of India, dated the 23rd September 1847, No. 594A.*

(123) Foundation of the Roorkee College.

1. "The great want of Civil Engineers has been long and most urgently felt. The following circumstances render the services of this class of Officers peculiarly valuable in this part of the country.

2. The Revenue Survey has rendered the tenure of landed property and maintenance of civil rights in a great measure dependant on the skill of the Surveyor and of the Topographer.

3. The character of the country affords great facilities for irrigation, and the nature of the soil and climate renders irrigation always valuable and often necessary for raising any produce at all. The rivers which take their rise in the Himalayas feed numerous canals for irrigation, some of which are large works and difficult to maintain, many of those which do exist are capable of extension, and there are several localities suitable for the purpose the capabilities of which have not yet been improved. The mountainous countries to the west and south of the Jumna and the Ganges afford opportunities for forming tanks and reservoirs, of which Lieutenant-Colonel Dixon's works in Ajmere and Mairwarrah are a well known example. There is scarcely any limit to the power of multiplying such works. Even in the level country of the Doab and in the plain country to the east irrigation is extensively carried from wells and tanks; which may be improved and rendered more useful by the skill of the Engineers.

4. In many parts of the country there is a valuable water-power, which at present only turns a few rude water mills, and might be made the means of promoting the prosperity of the country. Mills are now required for making oil and sugar, and are worked by bullocks, when they might often easily be turned by water.

5. The navigation on many of the rivers is imperfect and liable to frequent interruptions. Much might be done to remove the impediments and improve the navigation. No one who reflects on what has been done in this respect in England can fail toreciate its importance.

(123) Foundation of the Roorkee College— contd.

6. The imperfections of the navigation render roads peculiarly valuable. These involve the construction of bridges. Engineers are wanted to lay out the roads, to form them, to metal them, and to bridge them.

7. The introduction of railways which cannot be long delayed will create a new and unlimited demand for all kinds of engineering skill.

8. No one who examines the old buildings and the public works in this country can question the capacity of the natives to attain high excellence in the art. Even with imperfect scientific knowledge and defective appliances, they erected edifices which at the present day excite wonder and admiration. The services of natives can be more readily procured and at a cheaper rate than of Europeans, and they can better bear fatigue and exposure to the sun in this climate.

9. The establishment now forming at Roorkee near the Solani acqueduct on the Ganges Canal affords peculiar facilities for instructing Civil Engineers. There are large workshops and extensive and most important structures in course of formation. There are also a library and a model room. Above all a number of scientific and experienced Engineer Officers are constantly assembled on the spot or occasionally resorting there.

10. These Officers, however, all have their appropriate and engrossing duties to perform, and cannot give time for that careful and systematic instruction, which is necessary for the formation of an expert Civil Engineer.

11. On these accounts, the Lieutenant-Governor would propose the establishment at Roorkee of an institution for the education of Civil Engineers, which would be immediately under the direction of the Local Government in the Education Department."

(124) Despatch, dated the 2nd June 1852, to the Governor General of India in Council.

(124) Despatch of 2-6-1852.

Para. 1. In the letters noted in the margin the Governor General submits to us various proposals made by the Lt.-Governor of the North Western Provinces for increasing the efficiency of the College of Civil Engineering recently established at Roorkee in the Seharanpore District and solicits our sanction to the proposed measures.

The College, as originally constituted provided for the gratuitous education and maintenance of a limited number of students consisting of the three following classes, *viz.*, 1st, Candidates for the appointment of Sub-Assistant Executive Engineers, 2nd, European non-Commissioned Officers and soldiers to be trained for

the office of the Overseers and Assistant Overseers of Public Works and 3rd, a Vernacular Class of Native youths who may look forward to employment in the Subordinate Branches of engineering and surveying. Provision was also made for the case of persons who might wish to resort to the College for instruction and who might be willing to support themselves at their own cost. These arrangements received our sanction on the 28th March 1849. ***(124) Despatch of 2-6-1852—*** contd.

Some addition has since been made to the number of students in the third of the abovementioned classes and the Lt.-Governor now proposes in addition to a still further increase in the number of stipendiary pupils and of pupils in the 2nd class the following measures for rendering the college more efficient and enabling it the better to meet the calls of the public service for all classes of Civil Engineers—

First.—The admission of Officers both of the Queen's and the Company's Army to study at the college.

Secondly.—The improvement of the Village schools in a circle of 40 or 50 miles round Roorkee in order to provide pupils for the 3rd or lowest Department of the College.

Thirdly.—The establishment in connection with the College of a Depôt of mathematical and scientific instruments and of a workshop for their manufacture and repair.

Fourthly.—The formation of a Museum of Economic Geology.

Fifthly.—The erection of an Observatory for instruction.

Sixthly.—The maintenance of printing Presses with a Bookbinders' establishment and with other facilities for the publication of scientific works with appropriate drawings and illustrations.

Seventhly.—The enlargement of the college buildings and establishment to meet all these purposes.

4. The amount originally sanctioned for the expenses of the college was Rs. 10,000 for the buildings together with the annual sum of Rs. 23,268 for the current expenses. The actual outlay on the buildings has up to this time amounted to Rs. 35,277 and the present cost of the establishment is at the rate of Rs. 24,108 per annum. The measures now proposed will involve a further outlay of Rs. 1,20,040 for the erection of buildings and the provision of furniture and fittings and, the future annual cost including a charge of Rs. 15,622 for interest on the capital expended and for annual repairs is stated at Rs. 89,898.

5. In the printed summary which accompanied the Governor General's letter of the 8th September, and in which the above recommendations are embodied,

(124) Despatch of 2-6-1852— contd.

we find exhibited in succession, the existing want of systematic training for Civil Engineers in India, the works which are likely, for many years, to call for an unusually large supply of well-trained Engineers for revenue purposes, as well as for the construction of roads, bridges, and canals, the success which has hitherto attended the establishment of the Roorkee College and the grounds on which each of the proposed measures is supported, together with a forcible statement of the reasons which are believed to justify the charge which they will entail on our finances.

6. We fully agree with the Lt.-Governor as to the importance and ultimate economy of having a well-trained agency efficient in all its branches, to execute the various great and important works which he enumerates. Of the measures proposed for making the Roorkee College effectual in raising up such an agency, one of the most important and at the same time most expensive is the formation of a depôt of scientific instruments and of a workshop for their repair and manufacture. This measure though it will doubtless promote to a great extent the objects of the College by familiarizing the students with the uses of the various instruments is at the same time, one of such obvious utility and is likely to prove so economical both as regards the safe custody and the easy repair of instruments in constant use, that we should be prepared to sanction it without any regard to the increased efficiency of the college. The various other measures seem to have been well considered, and to be well adapted to secure the object in view.

7. While we have been mainly influenced in authorising this large outlay by the considerations placed before us by the Lt.-Governor, arising from the advantages to the public service and the general benefits to the people which may be expected from placing the college on a thoroughly efficient footing, we hail with much satisfaction the means which the institution, on its extended plan, will afford to the native youth, of qualifying themselves for the service of Government in a way which is to a great extent, new to them, but for which, so far as they have been tried, they have manifested a perfect aptitude. It is evident that the extent to which we ma be able to authorise measures, having for their object the moral and physical good of the people and the development of the resources of the country, must depend on the economy observed in carrying each particular measure into execution. We feel assured that the Lt.-Governor is fully alive to this consideration and we rely with confidence on his using every exertion to confine the ultimate expenditure on the Roorkee College within the limits of the present estimates.

9. We must remark in conclusion with reference to the observations of the Governor General as to the attendance of our Military officers at the college, that

we cannot consent on this account to grant any exemption from the rule limiting the number of officers absent from their Regiments and that we approve of His Lordship's requirement that the prolonged residence of any officer in the college should receive the previous sanction of the Government. *(124) Despatch of 2-6-1852—* contd.

10. With respect to the erection of Bungalows for the officers, we see no objection to the erection of them as you propose to the number of *six*; some experience of the working of the plan will show if more would be desirable but in that case a previous reference to us should be made.

We are,
Your affectionate friends,
J. W. Hogg & others.

London,
The 2nd June, 1852.

(125) Despatch, dated the 8th February 1854, to the Governor General of India in Council.

(125) Memorial to Mr. Thomason.

Submitting for Court's sanction, a proposal for the foundation of a scholarship—a prize at the Roorkee College in memory of the late Mr. Thomason.

Para. 1. We entirely concur in the opinion you express that it becomes the Government of India to institute some enduring Memorial of the eminent merits and services of Mr. Thomason; and we think that the object can not be accomplished in a more appropriate manner than by connecting it with the College of Civil Engineering at Roorkee.

We approve the proposal you have submitted to us and authorize you to carry it out in such a way as may seem to you most suitable. At the same time we are of opinion that the opportunity should be taken of making our sense of Mr. Thomasons' public services and of connecting his memory with the Roorkee College in a still more emphatic manner. It appears to us very fitting that an institution of such peculiar importance to India and of a character so entirely novel in that country, should bear the name of its founder and it is accordingly our desire that the College be henceforth designated the "Thomason College of Civil Engineering at Roorkee."

We direct that this change of name and the reasons of it, be publicly notified in such form as you may deem most suitable.

London,
The 8th February, 1854.

C.—The Beginnings of Legal Education.

I.—Bengal.

In part I of this series the early teaching of Law is referred to.* The Calcutta Madrasa, founded in 1781, was intended for the encouragement of the study of Arabic, Persian and of Muhammadan Law. The Benares Hindu Sanskrit College had as its aim "the preservation and cultivation of the Laws, literature and religion of the Hindoos." In 1824 the General Committee stated that "Law, a principal object of study on all the institutions, is one of vital importance to the good Government of the country." In 1832 there existed a Committee of Examination of Law Officers. In his celebrated minute (1835) Macaulay referred to the work of the Law Commission which should, he thought, simplify the teaching of Law. In para. 35 of his minute dated the 24th November 1839 Lord Auckland asked the Committee of Public Instruction, Bengal, "to report how the studies connected with jurisprudence, government, and morals may be most readily introduced into the superior colleges," and particularly whether very early arrangements could be made for the purpose in the Hindoo College, Calcutta. The Committee replied that the subject would be introduced into the Colleges as soon as suitable books had been compiled. In 1842 the appointment of a Professor of Law at the Hindoo College was sanctioned, and a course of lectures was delivered by the Advocate-General, Mr. J. E. Lyall. After Mr. Lyall's death the post remained vacant up to the end of 1846-47; when the re-establishment of the appointment was sanctioned. In 1854 the Council of Education decided that "Law should have a place in the annual examination for Senior scholarships," and the law class was organised on a permanent footing from the beginning of the session of 1855. On the establishment of the University in 1857, "the grant to successful candidates of college Diplomas entitling the holders to practice in the mofassil courts" was discontinued, and University Examination for the Degrees of Licentiate and Bachelor of Law were instituted.

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* pp. 30, 31, 40, 97, 114.

II.—Madras.

(*xlviii*) The appointment of a Professor of Law at the Madras institution was sanctioned in 1855. The following extract from the Director of Public Instruction's report for 1855-56 gives an account of the legal branch of the college.

"The legal branch was opened on the 1st August 1855. In the scheme submitted in my letter of the 21st May 1855, it was proposed that the course of instruction in this branch should be confined to the Law of Evidence, the Hindoo and Mohammadan Laws, Mercantile Law, the Procedure of Courts and Regulation Law, General Jurisprudence and Political Philosophy. The lectures were delivered twice a week and were attended by about sixty students."

III.—Bombay.

In 1847 Sir E. Perry, President of the Board of Education, advocated the institution of a Law class at the Elphinstone Institution. The Board arrived at the conclusion "that the formation of the class depended very clearly on the assistance to be afforded by Government and the Sadar Adalat." No definite step was taken until 1855 when a Professorship of Jurisprudence was founded "on an endowment subscribed in honour of Sir E. Perry." Two other professorships were also sanctioned and the following provisional scheme of studies was laid down in 1856.

(*xlix*) First Year.—General Jurisprudence in connection with the elements of Roman and English private substantive Law.

Second Year.—The Law of Contracts and Mercantile Law. The Principles of Judicial Evidence.

Third Year.—Equity Jurisprudence together with the Hindoo and Mahamadan Law of Succession. The Indian Penal Code and outlines of Judicial Procedure.

CHAPTER IX.

THE EDUCATIONAL DESPATCHES OF 1854 AND 1859 AND THE UNIVERSITIES' ACTS OF 1857.

The despatch of the Court of Directors of 1854 has been described as "The Magna Charta of English Education in India." In his minute Lord Dalhousie declared that it contained "a scheme of education for all India, far wider and more comprehensive than the Local or the Supreme Government could ever have ventured to suggest." An immediate outcome of this despatch was the passing of the three University Acts of 1857 (128-130).

The principle and policy of the despatch ot 1854 were reaffirmed and amplified by that of 1859 which reviewed the action taken on the earlier despatch.

(126) Despatch from the Court of Directors of the East India Company, to the Governor General of India in Council,—(No. 49, dated the 19th July 1854).

(126) Despatch of 1854. It appears to us that the present time, when by an Act of the Imperial Legislature the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies, and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of education. It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may, under Providence, derive from her connexion with England. For although British influence has already in many remarkable instances, been

applied with great energy and success to uproot demoralising practices and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general sympathy in the native mind which the advance of education alone can secure. (126) *Despatch of 1854.* —contd.

3. We have moreover, always looked upon the encouragement of education as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust" in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all departments of the State.

Public letter to Bengal, 5th September 1827.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India; this knowledge will teach the natives of India the marvellous results of the employment of labor and capital, rouse them to emulate us in the development of the vast resources of their country guide them in their efforts and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labor.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils and Boards of Education, together with other official communications upon the same subject have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

126) Despatch of 1854.—contd.

6. Aided, therefore, by ample experience of the past and the most competent advice for the future we are now in a position to decide on the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe; in short of European knowledge.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded in special institutions for the study of Sanskrit, Arabic and Persian literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

9. We are not unaware of the success of many distinguished oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from under-rating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable, from the honourable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general schemes of Indian education.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge of a less high order, but of such a character, as may be practically useful to the people of India in their different spheres of life. To attain this end it is necessary, for the reasons which we have given above

that they should be made familiar with the works of European authors, and with the results of the thought and labour of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the *object* of any general system of education. (126) *Despatch of 1854* —contd.

11. We have next to consider the manner in which our object is to be effected, and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education to begin by the mastery of the English language as a key to the literature of Europe, and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction as the end and object of their education rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice and in the intercourse between the officers of Government and the people. It is indispensible, therefore, that, in any general system of education, the study of them should be assiduously attended to, and any acquaintance with improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of those vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined

(126) Despatch of 1854 —contd.

with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language; and while the English language continues to be made use of as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves, knowing English and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-country-men through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India, will be gradually enriched by translations of European books or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school-master possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to establish for the superintendence and direction of education. This has hitherto been exercised in our presidencies of Bengal, Madras and Bombay by Boards and Councils of Education, composed of European and native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilization, and, at the same time with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honoured names amongst them to a high place among the benefactors of India and the human race.

16. The Lieutenant-Governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal, taken up himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowledge of the condition and requirements of the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death

a loss to India, which we deplore the more deeply as we fear that his unremitting exertions tended to shorten his career of usefulness. (*126*) *Despatch of 1854* —contd.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan ; but having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have, therefore, determined to create an Educational Department as a portion of the machinery of our Governments in the several presidencies of India. We accordingly propose that an officer shall be appointed for each presidency and lieutenant-governorship who shall be specially charged with the management of the business connected with the education, and be immediately responsible to Government for its conduct.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system ; and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government as well as of such as will hereafter be brought under Government inspection by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars of these institutions, and generally, by their advice, aid the managers and school-masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit ; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.

19. Reports of the proceedings of the inspectors should be made periodically and these, again, should be embodied in the annual reports of the heads of the Educational Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

(126) Despatch of 1854—contd.

20. We shall send copies of this despatch to the Governments of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective presidencies. Such arrangements as they make will be reported to you for sanction. You will take similar measures in communication with the Lieutenant-Governors of Bengal and of Agra, and you will also provide in such manner as may seem advisable for the wants of the non-regulation provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible, and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the heads of the Educational Departments, the inspectors and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may, perhaps be advisable that the first heads of the Educational Department, as well as some of the inspectors, should be members of our Civil Service, as such appointments in the first instance would tend to raise the estimation in which these officers will be held, and to show the importance we attach to the subject of education, and also, as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that service, to the exclusion of others, Europeans or Natives, who may be better fitted for them ; and that, in any case, the scale for their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragement of education ; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures which appear to be wanting, to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing so

widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquaintance with particular districts, to appreciate the importance which should be attached to the feelings and influences which prevail in each; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving to you, in communication with the several Local Governments, to modify particular measures so far as may be required, in order to adapt them to different parts of India.

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24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the medical colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of universities in India, which may encourage a regular and liberal course of education by conferring academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honour for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them that the form, government and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The Universities in India will accordingly consist of a Chancellor, Vice-Chancellor and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science by examiners selected from their own body, or nominated by them.

27. The function of the universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the "affiliated institutions" which will be enumerated on the foundation of the universities, or be from time to

(126) Despatch of 1854—contd.

time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the Matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees without making their attendance at the universities necessary, previous to the final examination.

28. The examinations for degrees will not include any subjects connected with religious belief; and affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees; so in India, institutions conducted by all denominations of Christians, Hindoos, Mahommedans, Parsees, Sikhs, Buddhists, Jains, or any other religious persuasions, may be affiliated to the universities, if they are found to afford the requisite course of study, and can be depended upon for the certificates of conduct which will be required.

29. The detailed regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions; and we will only observe upon this subject that the standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an academical degree, as the recognition of a liberal education, who could not hope to obtain it if the examination was as difficult as that for the senior Government scholarships; and the standard required should be such as to command respect without discouraging the efforts of deserving students, which would be a great obstacle to the success of the universities. In the competitions for honors, which as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments,—the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

30. It will be advisable to institute, in connection with the universities, professorships for the purposes of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do

not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance, upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for vakeels and moonsifs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an university. (*126*) *Despatch of 1854* —contd.

31. Civil engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instruction of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, professorships of civil engineering might, perhaps, be attached to the universities and degrees in civil engineering be included in their general scheme.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that professorships should be founded for those languages, and perhaps also for Sanskrit, Arabic and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary, to those who are engaged in the work of the composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindoostan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of those professors should be mainly directed; and there will be an ample field for their labors unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principles of religious neutrality to which we have always adhered.

33. We desire that you take into your consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high stations, who have shown an interest in the cause of education; and it is in connexion with the universities that we propose to avail ourselves of the ser-

(126) Despatch of 1854 —contd.

vices of the existing Council of Education at Calcutta and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make those remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an university at Madras or in any part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European Government and civilisation in India should possess universities similar in character to those which will now be founded as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education and for the institution of universities, not so much to be in themselves places of instruction as to test the value of the education obtained elsewhere, we proceed to consider *first*, the different classes of colleges and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and *secondly*, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for university degrees will, as we have already explained, be supplied by colleges affiliated to the universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science in which university degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnaghur and Berhampur Government Anglo-Vernacular Colleges, the Sanskrit College, the Mahomedan Madrassas, and the Medical College, in Bengal; the Elphinstone Institution, the Poonah College, and the Grant Medical College in Bombay; the Delhi, Agra, Benares,

Bareilly and Thomason Colleges in the North-Western Provinces; Seminaries such as the Oriental Seminary in Calcutta, which have been established by highly educated natives, a class of places of instruction which we are glad to learn is daily increasing in number and efficiency; those, which, like the Parental Academy, are conducted by East Indians; Bishop's College, the General Assembly's Institution, Dr. Duff's College, the Baptist College at Serampore, and other Institutions under the superintendence of different religious bodies and Missionary Societies, will, at once, supply a considerable number of educational establishments worthy of being affiliated to the universities, and of occupying the highest place in the scale of general instruction. (*126*) *Despatch of 1854* —contd.

38. The affiliated institutions will be periodically visited by Government inspectors; and a spirit of honorable rivalry, tending to preserve their efficiency will be promoted by this, as well as by the competition of their most distinguished students for university honors. Scholarships should be attached to them, to be held by the best students of lower schools; and their schemes of education should provide, in the anglo-vernacular colleges for a careful cultivation of the vernacular languages; and, in the Oriental colleges, for sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the *media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from underrating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing in many cases to bear a considerable part at least of the cost of their education; and it is abundantly evi-

(126) Despatch of 1854—contd.

dent that, in some parts of India no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government anglo-vernacular colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of universities, full development to the highest course of education to which the natives of India, or of any other country, can aspire; and besides, by the division of university degrees and distinctions into different branches, the exertions of highly educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts, and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions which would be tenable at rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the zillah schools of Bengal, the district Government anglo-vernacular schools of Bombay, and such as have been established by the Raja of Burdwan and other native gentlemen in different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the tehseelee schools in the North-Western Provinces, and the Government vernacular schools in the Bombay presidency, whose object is, however, imperfectly it has been as yet carried out, to convey the highest class of instruction which can now be taught through the medium of the vernacular languages.

44. We include these anglo-vernacular and vernacular schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the *media* for imparting instruction differ. The knowledge conveyed is no doubt, at the present time, much higher in the anglo-vernacular than in the vernacular schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of school-masters is raised up, able to impart a superior education. (*126*) *Despatch of 1854* —contd.

45. It is indispensable, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected and trained in the manner to which we shall hereafter allude. In the meantime, you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools should, by wise encouragement, such as has been given under the system organised by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection, beginning with the humblest elementary instruction, and ending with the university test of a liberal education, the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India and lead to a gradual, but steady extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable diffi-

(126) Despatch of 1854 —contd.

appropriation of the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.

56. The amount and continuance of the assistance given will depend upon the periodical reports of inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections *no notice whatsoever* should be taken by them of religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid. They should also assist in the establishment of schools by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants-in-aid to your discretion, aided by the educational departments of the different presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, anglo-vernacular or vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government notifications should be drawn up and promulgated in the different vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which from any cause may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants-in-aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants-in-aid will also at once give assistance to all such anglo-vernacular and vernacular schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants-in-aid will be necessary in order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and Behar, and from the very important information we have received of late years from the North-Western Provinces. In organising such a system, we cannot do better than to refer you to the manner

in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him to the zillah and pergunnah visitors, and contained in the appendix to his first report.

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61. We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of wherever it is possible to do so, and that no Government colleges or schools shall be founded, for the future, in any district where a sufficient number of institutions exists, capable, with assistance from the State, of supplying the local demand for education; but, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years, to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion, and in that of the different authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

63. The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the zillah schools with the central colleges by attaching to the latter scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The

Minute, November 24th 1839, paragraphs 32 and 33.

(126) Despatch of 1854—contd.

amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at colleges or schools to which they are attached and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

64. We are, at the same time, of opinion that the expenditure upon existing Government scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.

65. We shall, however, offer encouragement to education which will tend to more practical results than those scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of school-master, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honorable competence through life. We are also of opinion that admission to places of instruction, which like the Medical and Engineering Colleges, are maintained by the State for the purpose of educating persons for special employment under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the educational service.

66. The establishment of universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present senior scholarships, with this additional advantage, that a greater number

of subjects, in which distinction can be gained, will be offered to the choice of students than can be comprised in one uniform examination for a scholarship, and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt. (*126*) *Despatch of 1854* —contd.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified school-masters and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters and the exemplification of the best methods for the organisation, discipline and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is greater; and we desire to see the establishment with as little delay as possible, of training schools and classes for masters in each presidency in India. It will probably be found that some of the existing institutions may be adapted, wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil-teachers (awarding a small payment to the masters of the schools in which they are employed for their instruction out of the school hours); their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as school-masters. This system should be carried out in India, both in the Government colleges and schools, and by means of grants-in-aid in all institutions which are brought under Government inspection. The amount of the stipends to pupil-teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sums which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous classes of natives of India who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adopted to the revised regulations in this respect;

(126) Despatch of 1854—contd.

76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay presidency. We confidently commit the encouragement of educated, in preference to uneducated, men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the public service of India. The ability and integrity of a large and increasing number of the native judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men. We quote from the last report of the Dacca College with particular satisfaction, as we are aware that much of the happiness of the people of India depends upon honesty of the officers of Police :—"The best possible evidence has been furnished," say the local committee, "that some of the ex-students of the College of Dacca have completely succeeded in the arduous office of darogah." Krishna Chunder Dutt, employed as a darogah under the Magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practise, yet know how to admire, real honesty and integrity of purpose.

Report on Public Instruction, Bengal, 1851-1854, page 72.

78. But however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of education, to the students of the Kishnaghur and Dacca Colleges.

79. There are some other points connected with the general subject of education in India upon which we will now briefly remark. We have always regarded

with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the public service, and to enable them to pursue active profitable occupations in life. The medical colleges in different parts of India have proved that, in despite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India : we shall be ready to aid in the establishment and support of such places of instruction as the medical colleges of Calcutta and Bombay in other parts of India. We have already alluded to the manner in which students should be supplied to those colleges as well as to those for the training of civil engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in civil engineering should be established in other parts of India, and especially in the presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different presidencies, and we trust that immediate measures will be taken to supply a deficiency which is, at present but too apparent.

81. We may notice in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras, and we have also been informed that Sir Jamsetjee Jeejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end be self-supporting ; but we are ready to assist in their establishment by grants-in-aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras school, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be estab-

(126) Despatch of 1854—contd.

lished in India. We have also perceived with satisfaction that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture."

Report on Public Instruction, Bengal, 1851-1852, Appendix, page clxxi.

82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of Education of Bengal has this subject under consideration and we shall receive with favour any proposition which may appear to you to be likely to supply with the want of so large a portion of the natives of India.

83. The importance of female education in India cannot be over-rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men. We have already observed that schools for females are included among those to which grants-in-aid may be given and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction. Our Governor-General in Council has declared in a communication to the Government of Bengal that the Government ought to give to native female education in India its frank and cordial support; in this we heartily concur and we especially approve of the bestowal of marks of honor upon such native gentlemen as Rao Bahadur Maghuabhai Karramchand, who devoted Rs. 20,000 to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

Report on Public Instruction, Bengal, 1849-1850, page 2.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and in order to effect their object, it was and is, indispensible that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools and the pupils are able freely to consult it. This is as it should be; and, moreover we have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion provided that such information be given out of school hours

Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the prupose of proselytism, that no notice shall be taken of it by the inspectors in their periodical visits. (*126*) *Despatch of 1854* —contd.

85. Having now furnished the sketch that we propose to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several presidencies, and to point out the parts of our general plan which are most deficient in each.

86. In Bengal, education through the medium of the English language, has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increasing demand for such an education, and of the readiness of the natives of different districts to exert themselves for the sake of obtaining it. There are now five Government anglo-vernacular colleges; and zillah schools have been established in nearly every district. We confidently expect that the introduction of the system of grants-in-aid will very largely increase the number of schools of a superior order; and we hope that before long sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes independent of the Government institutions, which may then be closed as has been already the case in Burdwan, in consequence of the enlightened conduct of the Rajah of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the vernacular languages. A few vernacular schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and upon their transfer in April 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that "they were in a languishing state and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam schools, of which there appeared to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the system under which they are managed appear to us to be worthy of consideration and to approach very nearly to the principle upon which vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of to carry out Mr. Robinson 's views.

(126) Despatch of 1854.—contd.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools and for the education of the lower classes, which, like that of Mr. Thomason in the North-Western Provinces may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra to induce the agricultural classes to improve their education does not exist in Bengal; but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understanding and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental Colleges of Bengal is under the consideration of the Council of Education and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College in Calcutta, will form the subject of a separate communication.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant-Governor in one of his early reports, that it will probably be long before private effort will become energetic enough to supply the place of the establishment, support and management by Government, of places of instruction of the highest grade where there may be a sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country, by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He therefore organised a system of encouragement of indigenous schools by means of a constant inspection by zillah and purgannah visitors, under the superintendence of a visitor-general; while, at the headquarters of each tahsildar, a school was established for the purpose of teaching " reading and writing the

vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school house is provided by Government, and the masters of the tahsili schools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendation given by village school-masters who may be on the visitor's list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the visitor-general was expressly directed to the preparation of elementary school books in the vernacular language, which are sold through the agency of the zillah and the purgannah visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra presidency, and we have already referred to it as the model by which the efforts of other presidencies for the same object should be guided. *(126) Despatch of 1854* —contd.

94. In the presidency of Bombay the character of the education conveyed in the anglo-vernacular colleges is almost, if not quite, equal to that in Bengal; and the Elphinstone Institution is an instance of a college conducted in the main upon the principle of grant-in-aid, which we desire to see more extensively carried out. Considerable attention has also been paid in Bombay to education through the medium of the vernacular languages. It appears that 216 vernacular schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three inspectors of the district schools, one of whom (Mahadeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government colleges have been recently appointed to some of them with the happiest effect. These results are very creditable to the presidency of Bombay; and we trust that each Government school will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new revenue settlement is extended in the Bombay presidency there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learned with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation of these hereditary officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon for persons employed in many offices under Government.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with statisfaction that the

(126) Despatch of 1854—contd.

educational efforts of Christian missionaries have been more successful among the Tamil population than in any other part of India; and that the presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity by founding Government anglo-vernacular institutions only where no such places of instruction at present exist, which might, by grants-in-aid and other assistance adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Elliot, in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras presidency, where the riotwari settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the people. We have shown that this object must be effected by means of the English language in the higher branches of institution, and by that of the vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established as well, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of universities to provide the highest test and encouragement of liberal education. By sanctioning grants-in-aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot, in some degree, be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you with a sincere belief that you will cordially co-operate with us in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in the social intercourse with the natives of India, which we always learnt with

pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the inspectors of schools by every means in their power. *(126) Despatch of 1854*—concld.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India; but, at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast and ignorant population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the mass of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than upon us; and although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object "will be amply re-paid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a test for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

We are, etc.,

(Signed) J. OLIPHANT.
E. MACNAGHTEN.
C. MILLS.
R. ELLICE.
T. W. HOBB.
W. J. EASTWICK.
R. D. MANGLES.
J. P. WILLOUGHBY.
J. H. ASTELL.
F. CURRIE.

(127) *Minute by the Marquess of Dalhousie, Governor-General of India, dated 30th December, 1854.*

(127) Lord Dalhousie's minute of 1854.

I have now the honor of submitting for the consideration of the Council the measures which seem best calculated to give effect to the views of the Hon'ble Court regarding Education in India, which was conveyed to us in their despatch of July last.

2. The despatch itself contains so complete an exposition of the wishes and intentions of the Hon'ble Court, it lays down so clearly the principles by which the Government of India is henceforth to be guided in regard to Education, and it indicates so plainly the general form of the system by which the instruction of the natives of this country is to be carried on; that it is quite unnecessary for me to enter upon any general remarks on the great subject of Education in these Eastern lands. I shall confine myself entirely to the consideration of the practical measures which should now be taken in of the instructions of the Hon'ble Court.

3. In the determination of these measures I have sought the assistance of those who, eminent in their public position and specially experienced in educational matters, were best qualified to advise and guide me. The Hon'ble the Lieut.-Governor of Bengal, my hon'ble colleague Mr. Grant, and Sir J. Colvile, the President of the Council of Education have been so good as to lend me their aid. Some time since they drew up a paper, containing their sentiments as to the best mode of carrying into effect the Hon'ble Court's directions for the extension of Education in various parts of India. I have again to express the ever recurring regret, that of late the constant and incessant pressure of current business, which would not bear postponement, has rendered it impossible for me to dispose of the large general question of Education; so soon as it was my anxious wish to do.

4. I shall best acknowledge the valuable aid which I have received from my hon'ble friends, by giving their proposals and suggestions in their own words; adding under each head the few observations which, after full consideration, I feel it necessary to offer.

" The Education despatch of the 19th of last July divides its subject generally under three principal heads, and it may be most convenient to follow that distribution. These heads are—

1. Machinery for managing the Department.
2. " Establishment of Universities."
3. " Grants-in-aid ".

(127) Lord Dalhousie's minute of 1854—contd.

With regard to the first of these it will be observed that the despatch treats the organization of the new Machinery as a matter which should be immediately dealt with, and independently of the other subjects. To save time the Court have naturally authorised the Governments of Madras and Bombay to make provisional arrangements which those Governments are to report to the Government of India for approval and sanction, and the despatch leaves it to the Governor-General in Council to take similar measures for Bengal and Agra and for the Non-regulation Provinces.

" Apparently then the first practical step to be taken with regard to the despatch is to give authority to the Governments of Bengal and the North-Western Provinces to appoint severally an officer to superintend the Department of Education and a sufficient staff of Inspectors and Clerks.

" Of the Superintending officers it is observed in the despatch that it may perhaps be advisable that they as well as some of the Inspectors should in the first instance be Members of the Civil Service, though not to be considered as necessarily so to the exclusion of more fit persons, European or Native. It is also suggested that their remuneration should be such as publicly to recognise the importance of the duties.*

* Para. 21.

" The salaries of these officers and the number of them to be employed having been left by the Court to the present discretion of the Governments of Madras and Bombay a like discretion might be given to the other Governments. But it may be expedient to define the limits within which the discretion is to be exercised. Perhaps the Governments of Bengal and the North-Western Provinces might be instructed to appoint respectively a head of the Department on a salary not exceeding Rs. 3,000 a month according to the standing of the officer selected and it might be well to allow of a gradual increase to the salary of the officer appointed if it be fixed in the first instance at a less sum than Rs. 3,000 a month until it reach that limit, so as to retain, if desirable, the services of a competent officer for a considerable time. Perhaps also a limit of four inspectors might be laid down for Bengal and its Non-Regulation Provinces, on salaries varying from Rs. 500 to Rs. 1,500 a month, and of two such Inspectors for the North-Western Provinces on salaries of Rs. 800 to Rs. 1,200 a month. The necessary Establishment of Clerks and other officers must in the first instance be left to the determination of the Local Governments.

" It is only necessary to add on this head that upon the vigilance and efficiency of the Inspectors will depend in a great measure not only the well doing of the

(127) Lord Dalhousie's minute of 1854—contd.

* Paras. 18, 19.
† Para. 38.
‡ Paras. 53, 56, 60, 61.

Government schools,* but also of the Colleges and Schools to be affiliated to the Universities† and the success or failure of the system of grants-in-aid.‡

5. In their recommendations regarding the machinery for managing the Educational Department, I fully concur.

6. I think that in each Governorship and Lieutenant-Governorship an officer should be appointed who should be termed the Director of Public Instruction whose duty it should be to superintend the Department of Education; and whose office should be placed upon the footing and should be endowed with the salary proposed in the preceding paragraphs. In like manner the number and the salaries of the Inspectors suggested seem appropriate, and sufficient for Bengal and the North-Western Provinces.

7. It will obviously be necessary to appoint a separate officer for the Superintendence of Education throughout the Punjab, in accordance with the recorded recommendation of the Chief Commissioner. Inspectors should also be appointed in that Province, the number required having first been ascertained from the local Governments.

8. The other Non-regulation Provinces under the direct administration of the Government of India namely Mysore, Agra, Nagpur and the assigned districts of Hyderabad, are generally such recent acquisitions that the administration has hardly as yet been sufficiently organised to admit of an Educational Department being created within them. The Commissioners of Pegu and Nagpur and the Resident at Hyderabad should, however, be immediately consulted as to the steps which they would recommend the Government to take respecting Education within their several jurisdictions.

9. Mysore would probably be most conveniently managed in educational matters as a part of the system which may be established at Madras; the functionary by whom the system shall be executed in Mysore corresponding direct with the Supreme Government. Upon this point the Court of Mysore should be consulted.

10. The Government of the Straits Settlements will also require that some provision should be made for it. Those settlements are so inconsiderable in territorial extent, that it is doubtful to my mind whether a separate officer solely for the superintendence of Education can be required within them. A reference should at once be made to the Straits Government upon this head.

11. It remains for me to advert to the two minor Presidencies.

12. The Government of Bombay has not as yet submitted any scheme. I conceive, however, that the measure proposed for Bengal and for the North-Western

Provinces would be perfectly applicable to Bombay. That Government should, therefore, be addressed, and should be authorised to organise its arrangements and to make the necessary appointments.

(127) Lord Dalhousie's minute of 1854—contd.

13. The Government of Madras has submitted a scheme of its own. It proposes, not as the permanent establishment but only as the agency which will be necessary for initiating their proceedings, the appointment of a Secretary to Government in the Educational Department on a salary of Rs. 3,333 per mensem of an Under-Secretary for the same department on Rs. 1,350 per mensem, of six Inspectors on Rs. 1,200 per mensem each, and other minor officers.

The Government of Madras supports these large proposals by a reference to the words of the Hon'ble Court that in any case the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform. Fully bearing in mind these sentiments of the Hon'ble Court, and entirely assenting to the principle they involve, I yet think that the establishment proposed is both unduly extensive and unnecessarily costly.

I think that the creation of a Secretary to the Government in the Educational Department is uncalled for and inexpedient, and that in Madras, as elsewhere, the Department will be managed with thorough efficiency by a Director of Public Instruction as suggested in the 6th paragraph of this minute, and further that the salary proposed is sufficient to command the services of the men best qualified for the duty.

Having regard also to the limited number of educational establishments in the Presidency of Madras the number of Inspectors proposed seems large. Whatever number of Inspectors may be sanctioned their salaries, I think, should vary from Rs. 800 to Rs. 1,200 as proposed for the North-Western Provinces.

" The next practical step to be taken in the order observed in the despatch relates to the Establishment of Universities.

" Here however occurs something like an ambiguity in the despatch which may require to be cleared up."

" The general impression which the whole tenor of the despatch is calculated to leave on the mind on a first perusal is, that it is intended to convey to the Government instructions upon particular and general measures and principles which the Government is, without further reference home, empowered and expected to carry into immediate effect.

" The despatch sets out by a declaration that the Home Authorities, after ample past experience and present advice and information are now in a position to decide upon the mode in which the assistance of Government should be afforded

(127) Lord Dalhousie's minute of 1854—contd.

to the more extended and systematic promotion of general education in India, *and on the measures which should at once be adopted to that end.** At a subsequent place, the Universities are alluded to as a most important part of *our present plan.*† The *immediate* appointment of Inspectors is insisted upon as necessary to the development of the new system‡ while an important part of the duties of the Inspectors is stated to be their periodically visiting the institutions affiliated to the Universities.§ Again the statement of the general scheme of the measures, which we propose to adopt|| is made to include both the announcement of the plan of Universities, and also that of grants-in-aid, about the latter of which there can be no doubt that the Court intend their *immediate* introduction, and the former as well as the latter, and indeed the description of the whole body of measures for the encouragement and extension of Education English and Vernacular from the establishment of Universities down to the inspection of indigenous vernacular schools is prefaced by the declaration that 'the Court are *describing generally what we wish to see done,* leaving it to you in communication with the several Local Governments to modify particular measures so far as may be required, in order to adopt them to the different parts of India.¶

* Para. 56
† Para. 17.
‡ Paras. 18, 20.
§ Para. 38.
|| Para. 22.
¶ Para. 23.

"Judging then from the expressions as well as from the whole purport of the Despatch it might have been supposed that the establishment of the Universities like all other measures suggested or directed in the document in question was at once to be carried into effect by the Governor-General in Council, the more especially as the University in its examinations, its connection with and superintendence over affiliated institutions, its power of making rules for the whole subject to the approval of Government, and its function of giving degrees, seems to be almost essential to the vital energy of the new system as laid down in the Despatch.

"In this view it would have seemed necessary to suggest, in analogy to the course pursued on the establishment of the London University, that a Bill should forthwith be introduced into the Legislative Council to incorporate and empower the University for its proper purposes, and also to name and appoint the Chancellor, Vice-Chancellor and Fellows and provide for the filling of subsequent vacancies in their numbers. And this is the course which it would seem most reasonable and right to adopt, were it not for the wording of para. 33 of the Court's despatch, in which in apparent opposition to the general purpose of the Despatch, the Hon'ble

(127) *Lord Dalhousie's minute of 1854*—contd.

Court desire that "you take into consideration the institution of Universities at Calcutta and Bombay upon the general principles which we have now explained to you, *and report to us upon the best method of procedure with a view 'to their incorporation by Acts of the Legislative Council of India.*"

"It is not easy to affix a satisfactory meaning to these expressions or to say whether it be really the intention of the Hon'ble Court that nothing shall be done towards the establishment of Universities, until a report shall have been made to them and replied to upon a matter entirely within the competency of the Authorities in India, *viz.*, the method of introducing into the Legislative Council of a Bill to incorporate the Universities Every needful instruction upon principle and even in a great degree upon the detail of the system to be adopted is given in the Despatch; the present necessity for the establishment of Universities is declared,* the London University is announced as the Model, and copies of the Charters and regulations of that University are sent out, to be adopted and followed with such necessary variations as may be required in detail.† The constitution of the Senate is fixed and its powers declared.‡ Instructions are given as to the manner of conferring degrees of Matriculation examinations,§ of affiliating institutions,¶ of regulating the standard for honours, and of establishing professorships|| and lastly the existing Council of Education and Board of Education are named as Fellows,** the power of nominating other Fellows is delegated to the Government with a general intimation of the classes from which they are to be selected†† and the appointment of Chancellor or Vice-Chancellor seems also to be left to the Government with a mere expression of natural expectation that they will be persons of high station who have shown an interest in the course of Education.

* Para. 24.

† Para. 25.
‡ Para. 26.
§ Paras. 27, 28.
¶ Para. 29.

|| Paras. 30, 31, 32.
** Para. 33.

†† Para. 34.

"All this is apparently left to the Government in India, and nothing remains but to incorporate the Universities by Law. For this undoubtedly the Local Government is competent to act. Yet for this only—if such be the meaning of the paragraph in question—it is ordered that the whole matter be again referred to the Home Authorities.

"It is remarkable that although this unexpected direction seems to be conveyed by the phraseology of paragraph 33, the Court represent themselves only three

(127) Lord Dalhousie's minute of 1854—contd.

* Para. 36.

† Para. 33.

paragraphs further as "*having provided* for the general superintendence of Education, *and for the Institution of Universities.*"*

"The paragraph in question† may be open to three constructions.

First.—That the Government is to proceed to action at once, establishing and incorporating the Universities by Act of the Legislature and reporting this to the Hon'ble Court as the method of procedure which has seemed best. This is the construction most reconcileable with the whole Despatch, most reasonable and most effectual, but unfortunately not easily to be forced upon the wording of the paragraph.

Second.—That the direction of the paragraph is to separate the *institution* from the *incorporation* of the Universities, and that it purports that the Government is to consider if the institution of Universities that is—to *institute them*, and then to report as to their incorporation by Legislative Act. This however is not a satisfactory construction even if it be legitimately put upon the words. For the University as a dispenser of Degrees would be nothing till incorporated, and the mere framing and passing a Bill of incorporation seems exactly that for which it is least needful to refer to the Hon'ble Court.

Third.—Construction may be that a Bill is to be drafted and submitted to the Hon'ble Court as the best method of procedure for the purpose indicated and the whole subject remain in abeyance till the answer of the Hon'ble Court be received. This last construction is most in accordance with the words of the paragraph though least in accordance with every other part of the despatch, and will prove very disappointing and disheartening to most of those who are interested in the question in this country. It may be observed however in this place that if the Most Noble the Governor-General should agree in the opinion above expressed, that the University ought to be duly and regularly incorporated before it assumes to confer degrees and on the other hand should be desirous that the measures of detail which must be framed by the future senate, should be considered without delay he might authorise those persons whom he intends to nominate by the Act as the first Members of the Senate to consider and prepare such measures prospectively with a view to their adoption by the Senate as soon as the Act is passed.

"Whatever be the construction ultimately adopted it will be necessary to name the persons who are to compose the Senate and to ascertain their willingness to be nominated for, first it will be in conformity with the model proposed, *viz.*, the London University Characters,* that the Members of the Senate be named in the Act, and secondly, they are required as the first act of their authority to frame Rules† without which the other parts of the system will to a great extent remain inoperative. (127) *Lord Dalhousie's minute of 1854*—contd.

* Para. 25.

† Para. 26.

"The office of Chancellor and Vice-Chancellor need not now be mentioned except to observe that if the Governor-General should think fit to give express honor and dignity to the new Institution by accepting the office of Chancellor of the Calcutta University the Members of the Executive Council may fitly be solicited to allow themselves to be nominated as Fellows. To them would be added according to the terms of the Despatch‡ the Members—Native and European—of the Council of Education, and in order to meet the views expressed in paragraph 34 the following names might suggest themselves as Members of the Calcutta Senate.

‡ Para. 33.

Mr. Beadon.
Dr. Mouat.
The Archdeacon of Calcutta.
The Advocate General.
The Chief Engineer.
The Principal of Bishop's College.
The Principal of the Presidency College.
The Principal of St. John's (R. C.) College.
The Principal of the Sanskrit College.
The Principal of the Madrassah.
The Principal of the Medical College.
The Principal of the Civil Engineer's College.
The Reverend Dr. Duff (1).
The Reverend Mr. Ogilvie (2).
The Reverend A. Morgan (3).
Prince Gholam Mohammad.
Dr. Mackinnon.
Mr. Marshman.
Baboo Prassunno Comar Tagore.

(1) Head of the Free Kirck College.
(2) Head of the General Assembly College.
(3) Head of the Parental Academy.

(127) Lord Dalhousie's minute of 1854—contd.

"It would be necessary to request the Government of Bombay to send a list of proposed Members of the Senate of the Bombay University.

"The Rules for examinations, for applications and for the conferring of degrees and honours having to be framed by the Senate of each University when each shall have been constituted, it does not seem necessary to enter in this place on the consideration of the Nature of the Rules to be finally adopted. But it may be proper to state the number of degrees which perhaps should be two in each of the subjects, *viz.*, Literature, Mathematics, Science, Law, Civil Engineering, Medicine. On the taking of each degree the student should have, as in the London University, an opportunity of taking honours, and even those who do not avail themselves of these opportunities, will be tempted by the second degree to carry their education beyond the low standard which is contemplated by the despatch as that of the common degree. It may be doubted whether this consideration extends to all the faculties, whether for instance, it is desirable to have more than one degree in Law, the standard for an ordinary degree being made such as shall test the capacity of the candidate for employmen in the judicial service, or as a Vakeel. It will be for consideration what titles shall be assigned to these degrees. They would to a certain extent be analogous to the degrees of B.A. and M.A. But it is not recommended that these titles should be imported into India from the mother country.

"Considering the proposed constitution of the Senates, it may seem that the determination of questions regarding the affiliation of particular Schools may properly be left to the Senates, to whom application would be made by such schools as desired to be affiliated.

"The Despatch suggests the institution of Professorships, in connection with the Universities of Law, Civil Engineering, the vernacular languages, and the learned languages of India.*

* Paras. 30, 31, 32.

"In Calcutta these Professorships either exist at present in connection with the Hindoo College, or will be established in the new Presidency College, or in a separate Civil Engineering College. It may seem best that they should so remain, and that they should not be connected with the University in any nearer manner. The University as it is proposed to be constituted will be ill suited for the Superintendence of actual tuition, and according to the strict model of the London University, should be confined to the function of examination and giving degrees. The Rules of the Presidency College either are, or may be made sufficiently free to allow of the attendance on lectures on these subjects by students from other Institutions. Perhaps the Senate would by analogy to the

Rules of the London University, and in order to ensure a sufficient knowledge of the English Language require every student desirous of attending the lectures of the professors in question, and especially those of the Law Professor, to have taken at least the first "*pass*" degree in Literature.

(127) Lord Dalhousie's minute of 1854—contd.

"The same principles are probably applicable to Bombay. But if the Senate at Bombay should prefer to have such lectureships in connection with that University there is no very strong reason why their wish should not be acceded to. In Calcutta the proposed establishment of the Presidency College with its extensive Professorships furnishes a local reason which may not exist in Bombay.

14. "I have given my best attention to the doubts expressed above, regarding the sense which is to be attached to the paragraph of the despatch, to the words in which that doubt is founded and to the arguments by which it has been sought to remove it.

15. "My first impression on reading the despatch undoubtedly was, that it was the wish of the Hon'ble Court that the Government of India should proceed to the establishment of the Universities, simultaneously with the other changes which were authorised in the despatch. The general terms of that document and casual expression, contained in other letters from the Hon'ble Court still seem to me to form that interpretation. It is the one which my own wishes would incline me to adopt, and I am most reluctant to surrender it.

"But the language of the 33rd paragraph is so explicit and precise, it so distinctly requires the Government of India to report to the Hon'ble Court with reference to the proposed Universities, upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India; it differs so markedly from the form of expression employed in Para. 20 that I can find no escape from the apparent necessity for reporting to the Hon'ble Court our recommendations respecting the proposed Universities, before we proceed to give effect to them.

16. "I regret this delay, but it will probably not defer the institution of the Universities more than a few months. In the meantime I conceive that the members of the Council of Education, relieved from their present duties, together with the other gentlemen whom the Government may propose to appoint with them in the future Senates, may be requested to apply themselves to the consideration of the rules and regulations which will be required for the persuance of the University hereafter. By the adoption of this course hardly any time will practically be lost.

17. I consider that the office of Chancellor of the University ought to be held by the Governor General for the time being; and I concur in the opinion expressed

(127) Lord Dalhousie's minute of 1854—contd.

that the Members of Councils would render a service if they would consent to be nominated members of the Senates. The other gentlemen whose names have been specified may also with advantage be appointed.

18. The proposal for having two degrees in each of the branches of instruction named is one well worthy of the consideration of the Senates. I abstain from giving my direct opinion on the question at present, observing, however that any one degree of the very low standard which seems to be contemplated by the Hon'ble Court would to my mind be of very little value. I would take this opportunity of repeating the opinion which I expressed before elsewhere that it would not be expedient to adopt in these Indian Universities the nomenclature which has from long usage become peculiar to the Universities of England.

19. With reference to the doubt which is expressed regarding professorships, it will be remembered that a subsequent despatch from the Hon'ble Court has provided that the professorships shall be attached to the Presidency College.

"The next branch of the Despatch relates to grants-in-aid.*

"Upon this head there is not room for much remark beyond what is contained in the Despatch itself. It is stated in the Despatch that Rules are to be framed for the Administration of the grants,† and the framing of these Rules will probably be best done by the several Local Governments with the assistance of their respective Heads of the Department. The Rules were framed to be submitted for the approval of the Supreme Government. Little can be added to the suggestions of the Despatch in this respect. Grants, it is stated,‡ are to be (1) based on entire Non-interference as to the religious instruction conveyed in the Schools assisted, (2) they are to be given, so far as the requirements of districts and the funds at disposal permit, to all Schools which give a good secular education and are under permanent local management. (3) They are to be given to no Schools which do not require from their pupils a fee for tuition § except normal Schools. (4) They are to be given for specific objects in preference to simple pecuniary grants for general expenses. The specific objects are stated to be, augmentation of Salaries of Head Teachers, supply of junior teachers, foundation or part-foundation of Scholarships. Erecting or part erecting or repairing a school house, or provision of books.|| The amount and continuance of assistance to depend on reports of Government Inspectors. Perhaps to these conditions it may be added that they should in no case exceed in amount the

* Para. 52.

† Para. 55.

‡ Para. 53.

§ Para. 54.

|| Para. 55.

(127) Lord Dalhousie's minute of 1854—contd.

sum expended on the School by private persons or bodies, and they should be carefully so given as that the effect shall not be in any case the substitution of public for private expenditure, but the increase and improvement of education.

"The discretion of the Local Government within these or such Rules as may be devised should be absolute.

"It will be necessary, under existing Rules for the control of the public expenditure that every instance of an application for a grant must be, if approved, reported by each Local Government to the Supreme Government for its special sanction. If this be constantly observed it will occasion delay and disappointment. It would be better having sanctioned certain Rules on the subject of giving these grants that the Local Governments should be empowered to act upon them within certain limits without reference to the Supreme Government. The limit might be defined by fixing a certain annual expenditure on account of Aid grants which the Local Governments should not exceed, or by allowing them to expend up to a certain per centage over and above their sanctioned annual expenditure on account of Government for Educational purposes. Suppose 5 per cent. the limit. Then if the annual expenditure by Government amounted to one lac—the Government might further expend 5,000 rupees per annum in grants-in-aid without reference to the Supreme Authority, and so on.

"The Local Government should however have full authority at any time to substitute expenditure to a given amount by a grant-in-aid for a similar amount of direct Government expenditure.

"Thus suppose a Government school in a certain Zillah. If a Zemindar or a body of subscribers should propose to establish a school in the same place with Government assistance—the Government School might be closed, and the funds hitherto expended on it used wholly or in part to furnish a grant or grants-in-aid without any previous application to the Supreme Government, and without reference to the limit prescribed for ordinary grants-in-aid.

"This would be merely in accordance with what has heretofore been the practice of the present Council of Education.

"The other parts of the Despatch relate entirely to matters which, under the general instructions of the Governor General in Council, will be disposed of by the several Local Governments.

"Such for instance is the matter of the Scholarships. These are to be very generally increased in numbers in the Schools of the kind here called Junior Scholarships, and even of a much lower kind applicable to lower schools and a lower standard.* But the

* Paras. 38, 42, 46, 47, 63.

(127) Lord Dalhousie's minute of 1854—contd.

senior Scholarships are to be gradually reduced in number and amount.*

* Paras. 40, 64.

"It may be hoped that Senior Scholarships are not to be altogether withdrawn from the scheme of Education. They are certainly too high generally in amount, and they may admit of reduction in number. But there are undoubtedly many cases in which poor but very promising Students are only enabled by these Scholarships to prosecute their Studies to completion, and to deprive such persons† of this advantage would probably inflict great discouragement on the cause of Education.

† There is one kind of Senior Scholarships which might perhaps be added to our system with advantage, *viz.*, "Travelling Scholarships" to encourage our advanced students to visit various parts of India.

"The establishment of Normal Schools is very much to be desired; and the Local Government will doubtless be glad to adopt in this respect the suggestions of the Despatch. But it will probably be difficult if not impossible to obtain in this country the services of men fit to preside over them, and the business is of sufficient urgency and importance to render it desirable that the Local Government should be empowered to procure fit persons from England, and to offer liberal salaries, at least equal to those now offered to the gentlemen who came to India to serve as Professors in our Colleges.

"The system of pupil teachers seems quite inapplicable to this country.‡ But the proposal to encourage attendance at Normal Schools by moderate monthly allowances to persons under training in those schools could not fail to prove advantageous.

‡ Para. 68.

"The proposed encouragement of the preparation of Vernacular School books on the plan recommended by Mr. Elphinstone, is undoubtedly well worthy of a trial and will probably be successful.§

§ Paras. 70, 71.

"It is exceedingly desirable that the rule propounded in the Hon'ble Court's Despatch for the encouragement of learning by means of Government patronage should generally be accepted and acted upon, *viz.*, that where other qualifications for office are equal, a person who has received a good education irrespective of the place or manner in which it has been acquired, should be preferred to one who has not, and that even in lower situations a man who can read and write should be preferred to one who cannot, if he is equally eligible in o her respects.||

|| Para. 75.

"It may be apprehended that this is the rule by which the distribution of patronage is in fact at present generally guided. But to promulgate it as the

declared purpose of Government will do good, and will especially stimulate the progress of Vernacular Education. *(127) Lord Dalhousie's minute of 1854*—contd.

"The despatch urges upon the notice of Government the necessity of adopting a plan for the encouragement of Vernacular Education in Bengal and the other Presidencies such as has been so successful in the North Western Provinces.* This subject had however been previously taken up in consequence of a Minute by the Governor-General. A plan is understood to be ready and about to be submitted to the Government of India for Vernacular Education in Bengal. The other Presidencies are no doubt acting upon the same instructions.

* Paras. 87, 88, 89, 92, 93, 94, 95, 96.

"It does not appear that any further observations are called for on the subject of the Despatch in question.

"Mr. Grant differs from the above paper only in feeling no doubt as to the interpretation that must be put upon paragraph 33 of the Courts' Despatch. He thinks it clear from that paragraph that the Court of Directors intend themselves to institute the Universities, and to appoint the Senates, *after* the Government of India shall have made to them a detailed Report upon the subject, and shall have nominated certain individuals to be fellows in addition to the specified body, of whose services, the Court say, "*We* propose to avail *ourselves*." Mr. Grant does not think this meaning contradicted by or inconsistent with any other part of the Despatch. Nor is he prepared to say that the Court's design, thus understood, will be discouraging to those most interested in Education in India.

20. I am entirely of the opinion expressed that the Local Government ought not to be fettered by the necessity for referring to every individual proposal for a grant-in-aid to the Supreme Government. It will be much better in every way that certain rules having been prepared by the local Governnment regarding grants-in-aid, and having received the confirmation of the G. G. in C. the local Government should be left entirely free in the distribution of the grants.

21. In like manner the aggregate annual amount of the grants having been fixed, the details of the expenditure should be left entirely in the hands of the local Government.

22. It would probably be difficult to say what the aggregate amount to be placed at the disposal of the local Governments should be, until some enquiry had been made and some experience had been gained. In the meantime an expenditure upon grants-in-aid, equal to 5 per cent. upon the annual educational expenditure, might be sanctioned for each of the local Governments in the mode which has been suggested.

(127) Lord Dalhousie's minute of 1854—concld.

23. The authority to substitute expenditure to a given amount by a grant-in-aid for an equivalent amount may be sanctioned with advantage.

The remaining point adverted to in the despatch and noticed in the extracts given above call for no special remark and only to be communicated to the local Governments.

(Sd.) DALHOUSIE.

The 30th December, 1854.

128) *An Act to establish and incorporate a University at Calcutta. Act No. II of 1857.*

(128) Act II of 1857. (Calcutta).

Preamble.

Whereas, for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Fort William in Bengal and other parts of India in the pursuit of a regular and liberal course of education, it has been determined to establish a University at Calcutta for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science, and Art, and of rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honor proportioned thereunto; and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated: it is enacted as follows: (that is to say)—

Incorporation.

The following persons, namely,—

The Right Honorable Charles John Viscount Canning, Governor General of India.

The Honorable John Russell Colvin, Lieutenant-Governor of the North Western Provinces.

The Honorable Frederick James Halliday, Lieutenant-Governor of Bengal

The Honorable Sir James William Colvile, Knight, Chief Justice of the Supreme Court of Judicature in Bengal.

The Right Reverend Daniel Wilson, Doctor of Divinity, Bishop of Calcutta.

The Honorable George Anson, General, Commander-in-Chief of the Forces in India.

The Honorable Joseph Alexander Dorin, Member of the Supreme Council of India.

The Honorable John Low, Major General, Companion of the Most Honorable Order of the Bath, Member of the Supreme Council of India.

The Honorable John Peter Grant, Member of the Supreme Council of India. *(128) Act II of 1857 (Calcutta)*—contd.
The Honorable Barnes Peacock, Member of the Supreme Council of India.
Charles Allen, Esquire, Member of the Legislative Council of India.
Henry Ricketts, Esquire, Provisional Member of the Supreme Council of India.
Charles Binny Trevor, Esquire, Judge of the Sudder Court in Bengal.
Prince Gholam Muhammud.
William Ritchie, Esquire, Advocate General in Bengal.
Cecil Beadon, Esquire, Secretary to the Government of India.
Colonel Henry Goodwyn, of the Bengal Engineers, Chief Engineers in Bengal.
William Gordon Young, Esquire, Director of Public Instruction in Bengal.
Lieutenant-Colonel William Erskine Baker, of the Bengal Engineers, Secretary to the Government of India.
Lieutenant-Colonel Andrew Scott Waugh, of the Bengal Engineers, Surveyor General of India.
Kenneth Mackinnon, Esquire, Doctor in Medicine.
Hodgson Pratt, Esquire, Inspector of Schools in Bengal.
Thomas Thomson, Esquire, Doctor in Medicine, Superintendent of the Botanical Garden at Calcutta.
Henry Walker, Esquire, Professor of Anatomy and Physiology in the Medical College of Bengal.
Frederick John Mouat, Esquire, Doctor in Medicine, and Fellow of the Royal College of Surgeons.
Lieutenant William Nassau Lees, of the Bengal Infantry.
The Reverend William Kay, Doctor of Divinity.
The Reverend Alexander Duff, Doctor of Divinity.
Thomas Oldham, Esquire, Superintendent of the Geological Survey of India.
Henry Woodrow, Esquire, Inspector of Schools in Bengal.
Leonidas Clint, Esquire, Principal of the Presidency College.
Prosonno Coomar Tagore, Clerk Assistant of the Legislative Council.
Ramapershad Roy, Government Pleader in the Sudder Court of Bengal.
The Reverend James Ogilvie, Master of Arts.
The Reverend Joseph Mullens, Bachelor of Arts.
Moulavy Muhammad Wujeeh, Principal of the Calcutta Mudrasah.
Ishwar Chundra Bidyasagur, Principal of the Sanskrit College of Calcutta.
Ramgopaul Ghose, formerly Member of the Council of Education.

(128) *Act II of 1857 (Calcutta)*—contd.

Alexander Grant, Esquire, Apothecary to the East India Company.

Henry Stewart Reid, Esquire, Director of Public Instruction in the North-Western Provinces.

Being the first Chancellor, Vice-Chancellor, and Fellows of the said University and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one Body Politic and Corporate by the name of the University of Calcutta; and such body Politic shall by such name have perpetual succession, and shall have a common seal, and by such name shall use and be used, implead and be impleaded, and answer and be answered unto, in every Court of Justice within the territories in the possession and under the Government of the East India Company.

Power to hold and dispose of property.

2. The said Body Corporate shall be able and capable in law to take, purchase and hold any property, moveable or immoveable, which may become vested in it for the purposes of the said University by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alien, or otherwise dispose of all or any of the property, moveable or immoveable, belonging to the said University; and also to do all other matters incidental or appertaining to a Body Corporate.

Constitution of Body Corporate.

3. The said Body Corporate shall consist of one Chancellor, one Vice-Chancellor, and such number of *Ex-officio* and other Fellows as the Governor General of India in Council hath already appointed, or shall from time to time, by any order published in the Calcutta Gazette, hereafter appoint; and the Chancellor, Vice-Chancellor, and Fellows for the time being shall constitute the Senate of the said University. Provided that, if any person being Chancellor, Vice-Chancellor, or Fellow of the said University, shall leave India without the intention of returning thereto, his office shall thereupon become vacant.

Senate.

Office vacated by leaving India.

Chancellor.

4. The Governor-General of India for the time being shall be the Chancellor of the said University, and the first Chancellor shall be the Right Honorable Charles John Viscount Canning.

Vice-Chancellor.

5. The First Vice-Chancellor of the said University shall be Sir James William Colvile, Knight. The office of Vice-Chancellor shall be held for two years only; and the Vice-Chan-

cellor herein before nominated shall go out of office on the first day of January 1859. Whenever a vacancy shall occur in the office of Vice-Chancellor of the said University by death, resignation, departure from India, effluxion of time, or otherwise the Governor-General of India in Council shall, by notification in the Calcutta Gazette, nominate a fit and proper person, being one of the Fellows of the said University, to be Vice-Chancellor in the room of the person occasioning such vacancy. Provided that, on any vacancy in the said office which shall occur by effluxion of time, the Governor General of India in Council shall have power to re-appoint the Vice-Chancellor herein before nominated or any future Vice-Chancellor to such office.

(128) Act II of 1857 (Calcutta)—contd.

Fellows.

6. The Lieutenant-Governor of Bengal and the North-Western Provinces, the Chief Justice of the Supreme Court of Judicature at Fort William in Bengal or of any Court of Judicature hereafter to be constituted to or in which the powers of the said Supreme Court may be transferred or vested, the Bishop of Calcutta, and the Members of the Supreme Council of India, all for the time being, shall be *Ex-officio* Fellows of the said University. The whole number of the Fellows of the said University, exclusive of the Chancellor and the Vice-Chancellor for the time being, shall never be less than thirty; and whenever the number of the said Fellows, exclusive as aforesaid shall by death, resignation, departure from India, or otherwise be reduced below thirty, the Governor General of India in Council shall forthwith, by notification in the Calcutta Gazette, nominate so many fit and proper persons to be Fellows of the said University as, with the then Fellows of the said University, shall make the number of such Fellows, exclusive as aforesaid, thirty. But nothing herein contained shall prevent the Governor General of India in Council from nominating more than thirty persons to be Fellow of the said University if he shall see fit.

*The appointment of a Fellow may be cancelled.

7. The Governor General of India in Council may cancel the appointment of any person already appointed, or hereafter to be appointed a Fellow of the University, and as soon as such order* is notified in the Gazette, the person so appointed shall cease to be a Fellow.

Chancellor, Vice-Chancellor, and Fellows to superintend the affairs of the University.

8. The Chancellor, Vice-Chancellor, and Fellows for the time being shall have the entire management of and superintendence over the affairs concerns, and property of the said University; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor, and Fellows to act in such manner as shall appear to them best calculated to promote the purposes intended by the said University. The said Chancellor, Vice-Chancellor, and Fellows

(128) Act II of 1857 (Calcutta)— contd.

Bye-Laws.

shall have full power from time to time to make and alter any bye-laws and regulations (so as the same be not repugnant to law or to the general objects and provisions of this Act) touching the examinationfor d egrees and the granting of the same; and touching the examination for honours and the granting of marks of honor for a higher proficiency in the different branches of Literature, Science, and Art; and touching the qualifications of the candidates for degrees and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor, and Fellows; and in general touching all other matters whatever regarding the said University. And all such bye-laws and regulations, when reduced into writing, and after the common seal of the said University shall have been affixed thereto, shall be binding upon all persons, members of the said University, and all candidates for degrees to be conferred by the same, provided such bye-laws and regulations shall have been first submitted to and shall have received the approval of the Governor General of India in Council.

Meetings of the Senate.

9. All questions which shall come before the Chancellor, Vice-Chancellor, and Fellows, shall be decided at a meeting of the Senate by the majority of the members present; and the Chairman at any such meeting shall have a vote, and, in case of any equality of votes, a second or casting vote. No question shall be decided at any meeting, unless the Chancellor, or Vice-Chancellor, and five Fellows, or, in the absence of the Chancellor and Vice-Chancellor, unless six Fellows at the least, shall be present at the time of decision. At every meeting of the Senate, the Chancellor, or in his absence the Vice-Chancellor, shall preside as Chairman; and, in the absence of both a Chairman shall be chosen by the Fellows present, or the major part of them.

Appointment and removal of Examiners and Officers.

10. The said Chancellor, Vice-Chancellor, and Fellows for the time being shall have full power from time to time to appoint, and, as they shall see occasion, to remove all Examiners, Officers, and the Servants of the said University.

Power to confer degrees.

11. The said Chancellor, Vice-Chancellor, and Fellows shall have power, after examination, to confer the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Law, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering; they shall also have power, after examination, to confer upon the candidates for the said several degrees marks of honor for a high degree of proficiency in the different branches of Literature, Science, and Art according to rules to be determined by the bye-

laws to be from time to time made by them under the power in that behalf given to them by this Act. *(128) Act II of 1857 (Calcutta)*—contd.

Qualification for admission of candidates for degrees.

12. Except by special order of the Senate, no person shall be admitted as a candidate for the degree of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, or Master of Civil Engineering, unless he shall present to the said Chancellor, Vice-Chancellor, and Fellows, a certificate from one of the Institutions authorised in that behalf by the Governor General of India in Council, to the effect that he has completed the course of instruction prescribed by the Chancellor, Vice-Chancellor, and Fellows of the said University in the bye-laws to be made by them under the power in that behalf given by this Act.

Examination for degrees.

13. The said Chancellor, Vice-Chancellor, and Fellows shall cause an examination for degrees to be held at least once in every year; on every such examination, the candidates shall be examined either by the Examiners appointed for the purpose from among the Fellows by the said Chancellor, Vice-Chancellor, and Fellows, or by other Examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree or for degree with honors, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor, and Fellows shall appoint.

Grant of degrees.

14. At the conclusion of every examination of the candidates, the Examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honors which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of Calcutta and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared.

Fees.

15. The said Chancellor, Vice-Chancellor, and Fellows shall have power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Governor General of India in Council, shall from time to time see fit to impose. Such fees shall be carried to one General Fee Fund for the payment of expenses of the said University, under the directions and regulations of the Governor General of India in Council, to

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(128) Act II of 1857 (Calcutta)—concld.

whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor General of India in Council may direct.

(*129*) *An Act to establish and incorporate an University at Bombay. Act No. XXII of 1857.*

(129) XXII of 1857 Bombay.

Preamble.

Whereas, for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Bombay and other parts of India in the pursuit of a regular and liberal course of education, it has been determined to establish a University at Bombay for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science, and Art, and of rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honor proportioned thereunto; and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated; it is enacted as follows: (that is to say)—

Incorporation.

1. The following persons, namely,—

The Right Honorable John, Lord Elphinstone, Governor of Bombay.

The Honorable Sir William Yardley, Knight, Chief Justice of the Supreme Court of Judicature at Bombay.

The Right Reverend John Harding, Doctor of Divinity, Bishop of Bombay *Ex-officio.*

The Honourable Sir Henry Somerset, Lieutenant-General, Knight Companion of the Most Honorable Order of the Bath, Commander-in-Chief of the Forces in Bombay, *Ex officio.*

The Honorable James Grant Lumsden, Member of the Council of Bombay, *Ex-officio.*

The Honourable Arthur Malet, Member of the Council of Bombay, *Ex-officio.*

Edward Irvine Howard, Esquire, Director of Public Instruction, *Ex-officio*

Robert Haines, Esquire, M.D., Acting Educational Inspector, Presidency Division, *Ex-officio.*

C. Morehead, Esquire, M.D., Principal of the Grant Medical College, *Ex-officio.*

John Harkness, Esquire, LL.D., Principal of the Elphinstone College, *Ex-officio.*

The Reverend James McDougall, Acting Principal of the Poona College, *Ex-officio.* *(129) Act XXII of 1857 —Bombay—* contd.

Philip William LeGeyt, Esquire, Member of the Legislative Council of India.

The Honorable Sir Matthew Richard Sausse, Knight, Puisne Judge of the Supreme Court of Judicature at Bombay.

Sir Jamsetjee Jeejeebhoy, Knight.

Metcalfe Larken, Esquire, Judge of the Sudder Court in Bombay, and President of the late Board of Education.

Juggonauth Sunkersett, Esquire, Member of the late Board of Education.

Bomanjee Hormusjee, Esquire, Member of the late Board of Education.

Bhao Dajee, Esquire, Graduate of the Grant Medical College, Member of the late Board of Education.

Matthew Stovell, Esquire, Surgeon in the Bombay Army, Secretary to the late Board of Education.

Claudius James Erskine, Esquire, Civil Service, late Director of Public Instruction.

William Edward Frere, Esquire, Member of the Royal Asiatic Society, and President of the Bombay Branch of the Royal Asiatic Society. Judge of the Sudder Court in Bombay.

Major General Charles Waddington, Companion of the Most Honorable Order of the Bath, Chief Engineer of Public Works.

The Reverend John Wilson, Doctor of Divinity, Fellow of the Royal Society, Honorary President of the Bombay Branch of the Royal Asiatic Society.

The Reverend Philip Anderson, Master of Arts. Chaplain on the Bombay, Establishment.

Henry Bartle Edward Frere, Esquire, Commissioner in Scinde.

Lieutenant Edward Frederick Tierney Fergusson, Indian Navy.

Mahomed Yusoof Moorgay, Cazee of Bombay.

James John Berkley, Esquire, Fellow of the Geographical Society, M.I.C.E., President of the Bombay Mechanics' Institution, and Chief Resident Engineer of the Great Indian Peninsular Railway Company.

Henry Lacon Anderson, Esquire, Secretary to Government.

being the first Chancellor, Vice-Chancellor, and Fellows of the said University and all the persons who may hereafter become or be appointed to be Chancellor

(129) Act XXII of 1857 —Bombay— contd.

Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one Body Politic and Corporate by the name of the University of Bombay; and such Body Politic shall by such name sue and be sued, implead and be impleaded, and answer and be answered unto, in every Court of Justice within the territories in the possession and under the Government of the East India Company.

Power to hold and dispose of property.

2. The said Body Corporate shall be able and capable in law to take, and hold any property, moveable or immoveable, which may become vested in it for the purposes of the said University by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alien, or otherwise dispose of all or any of the property, moveable or immoveable, belonging to the said University; and also to do all other matters incidental or appertaining to a Body Corporate.

Constitution of the body Corporate.

3. The said Body Corporte shall consist of one Chancellor, one Vice-Chancellor and such number of *Ex-officio* and other Fellows as the Governor of Bombay in Council hath already appointed, or shall from time to time, by any order published in the Bombay Gazette, hereafter appoint; and the Chancellor, Vice-Chancellor, and Fellows for the time being shall constitute the Senate of the said University.

Senate.

Provided that, if any person being Chancellor, Vice-Chancellor, or Fellow of the said University, shall leave India without the intention of returning thereto, this office shall thereupon become vaccant.

Office vacated by leaving India.

Chancellor.

4. The Governor of Bombay for the time being shall be the Chancellor of the said University, and the first Chancellor shall be the Right Honorable John, Lord Elphinstone.

Vice-Chancellor.

5. The first Vice-Chancellor of the said University shall be Sir William Yardley Knight. The office of the Vice-Chancellor shall be held for two years only; and the Vice-Chancellor hereinbefore nominated shall go out of office on the first day of January 1859. Whenever a vacancy shall occur in the Office of Vice-Chancellor of the said University by death, resignation, departure from India, effluxion of time, or otherwise, the Governor of Bombay in Council shall, by notification in the Bombay Gazette, nominate a fit and proper person, being one of the Fellows of the said

University, to be Vice-Chancellor in the room of the person occasioning such vacancy. Provided that, on any vacancy in the said Office which shall occur by effluxion of time, the Governor of Bombay in Council shall have power to re-appoint the Vice-Chancellor hereinbefore nominated or any future Vice-Chancellor, to such office.

(129) Act XXII of 1857 —Bombay— contd.

6. The Chief Justice of Her Majesty's Supreme Court of Judicature, the Bishop of Bombay, the Members of the Council of Bombay, the Director or Acting Director of Public Instruction, the Educational Inspector or Acting Educational Inspector of the Presidency Division, the Principals and Acting Principals of Government Colleges, all for the time being, shall, while filling such offices, be *Ex officio* Fellows of the said University. The whole number of the Fellows of the said University, exclusive of the Chancellor and Vice-Chancellor for the time being, shall never be less than twenty-six; and whenever the number of the said Fellows, exclusive as aforesaid shall by death, resignation, departure from India, or otherwise, be reduced below twenty-six, the Governor of Bombay in Council shall forthwith, by notification in the Bombay Gazette, nominate so many fit and proper persons to be Fellows of the said University as with the then Fellows of the said University, shall make the number of such Fellows, exclusive as aforesaid, twenty-six. But nothing herein contained shall prevent the Governor of Bombay in Council from nominating more than twenty-six persons to be Fellows of the said University if he shall see fit.

Fellows.

7. The Governor of Bombay in Council may cancel the appointment of any person already appointed or hereafter to be appointed a Fellow of the University; and as soon as such order is notified in the Gazette the person so appointed shall cease to be a Fellow.

The appointment of a Fellow may be cancelled.

8. The Chancellor, Vice-Chancellor, and Fellows for the time being shall have the entire management of and superintendence over the affairs, concerns, and property of the said University; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor, and Fellows to act in such manner as shall appear to them best calculated to promote the purposes intended by the said University. The said Chancellor, Vice-Chancellor, and Fellows shall have full powers from time to time to make and alter any bye-laws and regulations (so as the same be not repugnant to law, or to the general objects and provisions of this Act) touching the

Chancellor, Vice-Chancellor, and Fellows, to superintend the affairs of the University.

Bye-laws.

(129) *Act XXII of 1857 —Bombay—* contd.

examination for degrees and the granting of the same; and touching the examination for honors and granting of marks of honor for a higher proficiency in the different branches of Literature, Science, and Art; and touching the qualifications of the candidates for degrees, and the previous course of instruction to be followed by them, and the peliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor, and Fellows; and, in general, touching all other matters whatever regarding the said University. And all such bye-laws and regulations, when reduced into writing, and after the common seal of the said University shall have been affixed thereto, shall be binding upon all persons, members of the said University, and all candidates for degrees to be conferred by the same, provided such bye-laws and regulations shall have been first submitted to and shall have received the approval of the Governor of Bombay in Council.

Meetings of the Senate.

9. All questions which shall come before the Chancellor, Vice-Chancellor, and Fellows, shall be decided at a meeting of the Senate by the majority of the members present; and the Chairman at any such meeting shall have a vote, and, in case of an equality of votes, a second or casting vote. No question shall be decided at any meeting unless the Chancellor, or Vice-Chancellor and five Fellows, or in the absence of the Chancellor and Vice-Chancellor, unless six Fellows at the least shall be present at the time of the decision. At every meeting of the Senate, the Chancellor, or in his absence the Vice-Chancellor, shall preside as Chairman; and, in the absence of both, a Chairman shall be chosen by the Fellows present, or the major part of them.

Appointment and removal of Examiners and Officers.

10. The Chancellor, Vice-Chancellor, and Fellows for the time being shall have full power from time to time to appoint, and as they shall see occasion to remove, all Examiners, Officers, and Servants of the said University.

Power to confer degrees.

11. The said Chancellor, Vice-Chancellor, and Fellows shall have power after examination to confer the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine and Master of Civil Engineering; they shall also have power, after examination, to confer upon the candidates for the said several degrees marks of honor for a high degree of proficiency in the different branches of Literature, Science, and Art, according to rules to be determined by the bye-laws to be from time to time made by them under the power in that behalf given to them by this Act.

12. Except by special order of the Senate, no person shall be admitted as a candidate for the degree of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, or Master of Civil Engineering, unless he shall present to the said Chancellor, Vice-Chancellor and Fellows a certificate from one of the Institutions authorised on that behalf by the Governor of Bombay in Council, to the effect that he has completed the course of instruction prescribed by the Chancellor, Vice-Chancellor, and Fellows of the said University, in the bye-laws to be made by them under the power in that behalf given by this Act.

(129) *Act XXII of 1857 —Bombay—* concld.

Qualification for admission of candidates for degrees.

13. The said Chancellor, Vice-Chancellor, and Fellows shall cause an examination for degrees to be held at least once in every year' on every such examination the candidates shall be examined either by Examiners appointed for the purpose from among the Fellow by the said Chancellor, Vice-Chancellor, and Fellows, or by other Examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree, or for a degree with honors, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor, and Fellows shall appoint.

Examination for degrees.

14. At the conclusion of any examination of the candidates, the Examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honors which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of Bombay and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared.

Grant of Degrees.

15. The said Chancellor, Vice-Chancellor, and Fellows shall have power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Governor of Bombay in Council, shall from time to time see fit to impose. Such fees shall be carried to one General Fee Fund for the payment of expenses of the said University, under the directions and regulations of the Governor of Bombay in Council, to whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor of Bombay in Council may direct.

Fees.

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(*130*) *An Act to establish and incorporate an University at Madras. Act No. XXVII of 1857.*

(*130*) *Act XXVII of 1857—Madras*

Preamble.

Whereas, for the better encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Fort St. George and other parts of India in the pursuit of a regular and liberal course of education it has been determined to establish a University at Madras for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science, and Art, and of rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honor proportioned thereunto; and whereas, for effectuating the purposes aforesaid, it is expedient that such University should be incorporated; it is enacted as follows: (that is to say)—

Incorporation.

1. The following persons, namely,—

The Right Honorable George Francis Robert, Lord Harris, Governor of Fort St. George.

The Honorable Sir Christopher Rawlinson, Knight, Chief Justice of the Supreme Court of Judicature at Madras.

The Right Reverend Thomas Dealtry, Doctor of Divinity, Bishop of Madras, *Ex officio.*

The Honorable Sir Patrick Grant, Lieutenant-General, Knight Commander of the Most Honorable Order of the Bath, Commander-in-Chief of the Forces in Madras, *Ex officio.*

The Honorable Walter Elliot, Member of the Council of Madras, *Ex officio.*

The Honorable Sir Henry Conyngham Montgomery, Baronet, Member of the Council of Madras, *Ex officio.*

Alexander John Arbuthnot, Esquire, Director of Public Instruction, *Ex officio.*

Eyre Burton Powell, Esquire, Principal of the Presidency College, *Ex officio.*

Henry Fortey, Esquire, Acting Principal of the Presidency College, *Ex officio.*

James Kellie, Esquire, President of the Medical College Council, *Ex officio.*

The Honorable Sir Henry Davison, Knight, Puisne Judge of the Supreme Court of Judicature at Madras.

Thomas Pycroft, Esquire, Chief Secretary to Government.

Edward Maltby, Esquire, Acting Chief Secretary to Government.

James Dewar Bourdillon, Esquire, Secretary to Government.

Henry Forbes, Esquire, Acting Secretary to Government.

Colonel Charles Alfred Browne, Secretary to Government.

(130) Act XXVII of 1857—Madras —contd.

James Blair Preston, Esquire, Physician General.

The Reverend Robert Halley, Master of Arts, Principal of the Doveton College.

J. Townshend Fowler, Esquire, Principal of the Government Normal School.

P. Soobroyooloo Naidoo, President of Patcheapah's Institution.

William Ambrose Morehead, Esquire, Provisional Member of the Council of Madras.

Guy Lushington Prendergast, Esquire, Accountant General.

Colonel Arthur Thomas Cotton, Commandant of Engineers.

Colonel Charles Edward Faber, Chief Engineer in the Department of Public Works.

Lieutenant-Colonel Thomas Townsend Pears, Companion of the Most Honorable Order of the Bath, Consulting Engineer for Railways.

Lieutenant-Colonel George Balfour, Companion of the Most Honorable Order of the Bath.

The Reverend John Richards, Master of Arts.

Lieutenant-Colonel Frederick Conyers Cotton, Acting Mint Master.

Chittur Runganadum Sastry, Head Interpreter in the Supreme Court of Judicature.

John Emelius Mayer, Esquire, Professor of Chemistry and Pharmacy in the Madras Medical College.

The Reverend Robert Keer Hamilton, Master of Arts.

The Reverend George Hall, Master of Arts.

The Reverend Peter Sorenson Royston, Bachelor of Arts.

James Sanderson, Esquire, Surgeon in the Madras Army.

The Reverend John Braidwood, Master of Arts.

James Dawson Mayne, Bachelor of Arts, Professor of Law, Moral and Mental Philosophy, and Logic, in the Presidency College.

Richard Burgass, Esquire, Master of Arts, First Judge of the Court of Small Cause.

Lieutenant-Colonel John Joseph Losh, Military Auditor General.

William Judson Vansomeren, Esquire, Doctor in Medicine, Professor in Anatomy and Physiology in the Madras Medical College.

Samuel Jesudasen, Native Surgeon.

Major John Maitland, Superintendent Gun-carriage Manufactory.

The Reverend A. Burgess.

The Reverend W. Grant.

(130) Act XXVII of 1857—Madras—contd.

being the first Chancellor, Vice-Chancellor, and Fellows of the said University, and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor, or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one Body Politic and Corporate by the name of the University of Madras, and such Body Politic shall by such name sue and be sued, implead and be impleaded, and answer and be answered unto, in every court of Justice within the territories in the possession and under the Government of the East Indian Company.

Power to hold and dispose of property.

2. The said Body Corporate shall be able and capable in law to make, purchase and hold any property, moveable or immoveable, which may become vested in it for the purposes of the said University by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alien, or otherwise to dispose of, all or any of the property, moveable or immoveable, belonging to the said University; and also to do all other matters incidental or appertaining to a Body Corporate.

Constitution of Body Corporate.

3. The said Body Corporate shall consist of one Chancellor, one Vice-Chancellor and such number of *Ex officio* and other Fellows as the Governor of Fort St. George in Council hath already appointed, or shall from time to time, by any order published in the Fort St. George Gazette, hereafter appoint; and the Chancellor, Vice-Chancellor, and Fellows for the time being shall consist constitute the Senate of the said University.

Senate.

Office vacated by leaving India.

Provided that, if any person being Chancellor, Vice-Chancellor, or Fellow of the said University shall leave India without the intention of returning thereto, his Office shall thereupon become vacant.

Chancellor.

4. The Governor of Fort St. George for the time being shall be the Chancellor of the said University, and the first Chancellor shall be the Right Honorable George Francis Robert, Lord Harris.

Vice-Chancellor.

5. The first Vice-Chancellor of the said University shall be Sir Christopher Rawlinson, Knight. The Office of Vice-Chancellor shall be held for two years only; and the Vice-Chancellor herein before nominated shall go out of office on the first day of January 1859. Whenever a vacancy shall occur in the Office of Vice-Chancellor of the said University by death, resignation, departure from India, affluxion on time, or other

wise, the Governor of Fort St. George in Council shall, by notification in the Fort St. George Gazette, nominate a fit and proper person, being one of the Fellows of the said University, to be Vice-Chancellor in the room of the person occasioning such vacancy. Provided that, on any vacancy in the said Office which shall occur by effluxion of time, the Governor of Fort St. George in Council shall have power to re-appoint the Vice-Chancellor hereinbefore nominated or any future Vice-Chancellor to such office.

(130) XXVII 1857—Madras —contd.

Fellows.

6. The Chief Justice of Her Majesty's Supreme Court of Judicature, the Bishop of Madras, the Members of the Council of Madras, the Director of Public Instruction, the Principal and Acting Principal of the Presidency College, the President of the Medical College Council, all for the time being shall, while filling such offices, be *Ex officio* Fellows of the said University. The whole number of the Fellows of the said University exclusive of the Chancellor and Vice-Chancellor for the time being, shall never be less than thirty ; and whenever the number of the said Fellows, exclusive as aforesaid, shall, by death, resignation, departure from India, or otherwise be reduced below thirty, the Governor of Fort St. George in Council shall forthwith, by notification in the Fort St. George Gazette, nominate so many fit and proper persons to be Fellows of the said University as, with the then Fellows of the said University, shall make the number of such Fellows, exclusive as aforesaid, thirty. But nothing herein contained shall prevent the Governor of Fort St. George in Council from nominating mor than thirty persons to be Fellows of the said University if he shall see fit.

The appointment of a Fellow may be cancelled.

7. The Governor of Fort St. George in Council may cancel the appointment of any person already appointed or hereafter to be appointed a Fellow of the University, and as soon as such order is notified in the Gazette, the person so appointed shall cease to be a Fellow.

Chancellor, Vice-Chancellor, and Fellows to superintend the affairs of the University.

8. The Chancellor, Vice-Chancellor, and Fellows for the time being, shall have the entire management of the superintendence over the affairs, concerns, and the property of the said University ; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor, and Fellows to Act in such manner as shall appear to them best calculated to promote the purposes intended by the said University.

Bye-laws.

The said Chancellor, Vice-Chancellor, and Fellows shall have full power from time to time to make and alter any bye-laws and regulations

(130) Act XXVII of 1857—Madras—contd.

(so as the same be not repugnant to law or the general objects and provisions of this Act) touching the examination for degrees and the granting of the same, and touching the examination for honors and the granting of marks of honor for a higher proficiency in the different branches of Literature, Science, and Art; and touching the qualifications of the candidates for degrees and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor, and Fellows; and, in general, touching all other matters whatever regarding the said University. And all such bye-laws and regulations when reduced into writing, and after the common seal of the said University shall have been affixed thereto, shall be binding upon all persons, members of the said University, and all candidates, for degrees to be conferred by the same, provided such bye-laws and regulations shall have been first submitted to, and shall have received the approval of the Governor of Fort St. George in Council.

Meetings of the Senate.

9. All questions which shall come before the Chancellor, Vice-Chancellor, and Fellows, shall be decided at a meeting of the Senate by the majority of the members present and the Chairman at any such meeting shall have a vote and in case of an equality of votes, a second or casting vote. No question shall be decided at any meeting unless the Chancellor or Vice-Chancellor and five Fellows, or, in the absence of the Chancellor and Vice-Chancellor, unless six Fellows, at the least shall be present at the time of the decision. At every meeting of the Senate, the Chancellor, or in his absence the Vice-Chancellor, shall preside as Chairman; and in the absence of both, a Chairman shall be chosen by the Fellows present, or the major part of them.

Appointment and removal of Examiners and Officers

10. The said Chancellor, Vice-Chancellor, and Fellows for the time being shall have full power from time to time to appoint and, as they shall see occasion, to remove all Examiners, Officers, and servants of the said University.

Power to confer degrees.

11. The said Chancellor, Vice-Chancellor, and Fellows shall have power after examination to confer the several degrees of Bachelor of Arts, Bachelor of laws, Master of Arts, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering; they shall also have power, after examination, to confer upon the candidates for the said several degrees, marks of honor for a high degree of proficiency in the different branches of

Literature, Science, and Art, according to rules to be determined by the bye-laws to be from time to time made by them under the power in that behalf given to them by this Act.

Qualification for admission of candidates for degrees.

12. Except by special order of the Senate, no person shall be admitted as a candidate for the degree of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, or Master of Civil Engineering, unless he shall present to the said Chancellor, Vice-Chancellor and Fellows, a certificate from one of the Institutions authorised in that behalf by the Governor of Fort St. George in Council, to the effect that he has completed the course of instruction prescribed by the Chancellor, Vice-Chancellor, and Fellows of the said University, in the bye-laws to be made by them under the power in that behalf given by this Act.

Examination for degrees.

13. The said Chancellor, Vice-Chancellor, and Fellows shall cause an examination for degrees to be held at least once in every year; on every such examination the candidates shall be examined either by Examiners appointed for the purpose from among the Fellows by the said Chancellor, Vice-Chancellor, and Fellows, or by other Examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree or for a degree with honors, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor, and Fellows shall appoint.

Grant of degrees.

14. At the conclusion of any examination of the candidates, the Examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honors which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of Madras, and signed by the said Chancellor or Vice-Chancellor, in which the particulars so stated shall be declared.

Fees.

15. The said Chancellor, Vice-Chancellor, and Fellows, shall have power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Governor of Fort St. George in Council shall from time to time see fit to impose. Such fees shall be carried to one

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(130) Act XXVII of 1857—Madras—concld.

General Fee Fund for the payment of expenses of the said University under the directions and regulations of the Governor of Fort St. George in Council, to whom the accounts of income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Governor of Fort St. George in Council may direct.

(131) *Educational despatch, No. 4, dated India Office, London, 7th April 1859, from the Secretary of State for India.*

(131) Despatch of 1859.

1. The time seems to have arrived when some examination may be instituted into the operation of the orders despatched from this country in 1854 for the prosecution of measures on a more extended scale for promoting Education in India. Such an examination seems more especially required since the measures, and particularly the more recent measures, of Government for the promotion of Education have been alleged to be among the causes which have brought the recent outbreak in the army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories.

2. I have caused the records of the Department of Education to be examined, in order to trace the operation of the measures prescribed by the orders of the Home Authorities of July 1854, and to ascertain whether any grounds can be discovered for the allegation and impression referred to; and I now proceed to state the results of the examination thus instituted, as the basis of the remarks which I shall have to offer on the subject, and of the further inquiries which appear necessary before Her Majesty's Government can arrive at a conclusive opinion on some of the questions involved in it.

3. The improvement and far wider extension of Education, both English and Vernacular, having been the general objects of the despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate department of the Administration for the work of Education; the institution of universities at the several Presidency towns; establishment of training institutions for raising up teachers for the various classes of schools; the maintenance of the existing Government Colleges and schools of a high order, and the increase of their number when necessary; the establishment of additional zilla or middle schools, increased attention to vernacular schools for elementary education, including the indigenous schools already existing throughout the country; and, finally, the introduction of a system of grants-in-aid, under which the efforts of private individuals and of local communities would be stimulated and encouraged by pecuniary grants

from Government, in consideration of a good secular education being afforded in the aided schools. *(131) Despatch of 1859—contd.*

4. The first step taken in execution of the Court's instructions was the formation of the establishments by means of which the desired extension was to be given to the work of Education; an officer, with the title of Director of Public Instruction, was accordingly appointed to each of the Presidencies and Lieutenant Governorships, and to the Punjab, to whom the superintendence of the work of Education was entrusted; and under these officers a staff of inspectors and sub-inspectors was organised, who were, in effect, to act in their several spheres as the local representatives of the Director. The annual cost of these controlling establishments is appropriately shown in the margin.

Formation of an Education Department.

Authorised Establishment.

	Rs.	
Bengal .	. 13,711	per month.
N. W. P.	. 8,115	"
Punjab .	. 5,335	"
Madras .	. 8,821	"
Bombay including Sindh	. 8,926	"
Rs.	44,908	

Or Rs. 5,38,896 per annum.

5. As regards the persons by whom appointments in the Department of Education are to be held, it was thought by the Court of Directors that the first heads of the department, as well as some of the inspectors, should be members of the Civil Service, both to show the importance attached to the subject of Education and the estimation in which it was desired that the officers of the department should be held, and because among the members of that service the best qualified persons would be most likely to be met with. But at the same time it was directed that none of the appointments should be reserved for members of the covenanted service, to the exclusion of others, either Europeans or natives, who might be better qualified to fill them; and the great importance was pointed out of selecting persons not only qualified for the duties of the Department, but calculated also to command the confidence of the natives. The spirit of the instructions of the Court of Directors with regard to the classes from which the officers of the department were to be selected, appears to have been duly observed. In Bengal, North-Western Provinces, Madras and Bombay, members of the Civil service were in the first instance appointed Directors of Public Instruction; and the several appointments of inspectors were filled indiscriminately by civil servants, military and medical officers, and individuals unconnected with any of those services. In the Punjab, the office of Director has from the first been held by a gentleman who was at the time of his nomination in the military service, but who retired from the army immediately on appointment. In Bombay, the first Director, Mr. Erskine, has been succeeded by a gentleman who was previously a practising barrister; and among the present

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inspectors it is believed that there are not in all the Presidencies more than two or three members of the civil service.

Establishment of Universities.

6. The universities have been constituted, as desired by the Court, on the general plan of the University of London. The scheme provides for an entrance examination; for the training of the passed candidates at affiliated institutions; for grant of degrees in arts, medicine, law, and civil engineering and for the examination for honors of those who have obtained the degree of bachelor of arts, the passing of which will carry with it the higher degree of Master of Arts.

7. At the first entrance examination to the Calcutta University, held in March 1857, 162 candidates successfully passed the test for admission, of whom 113 were pupils from Government colleges and schools, and 45 from institutions supported by individuals or associations, the remaining 4 being masters in Government schools. At the examination for degrees in April 1858, two degrees of bachelor of arts were conferred, there having been 13 candidates. At the entrance examination held about the same time, 111 candidates out of 464 were admitted into the University. These results led the faculty of arts to propose some changes in the subjects and standards of the several examinations, the object being to reduce the severity of the tests to be passed. The alterations were proposed, and were apparently sanctioned by Government, on the ground that the tests for degrees, as originally fixed, were too high to be compatible with the object of the University entrance and degree examinations, which was to pass every student of ordinary ability who had fairly profited by the curriculum of school and college study which he has passed through. The constitution of the universities of Madras and Bombay has only recently been completed, and no report of admissions into those institutions has yet been received by me.

Government Colleges and Schools.

8. Apart from the colleges for special branches of study, such as medicine and civil engineering, there were the following Government Colleges in Bengal when the orders of 1854 were brought into operation, *viz.*, the Presidency College, which had just been remodelled and placed on a footing of great efficiency, the Sanskrit or Hindoo College, and the Madrissa or Mahomedan College at Calcutta, and Colleges at Berhampore, Dacca, Hooghly, and Kishnaghur. The Sanskrit College and the Madrissa are specially, and in the first instance were exclusively, intended for the cultivation of Oriental learning; the other colleges are designed for the promotion and advancement of general education through the medium of the English language. In the North-Western Provinces Government colleges existed at Agra, Delhi, Benares

and Bareily, all of which were constituted to afford education of a high order through the medium of the English language; the study of Sanskrit being cultivated, however, with great success at Benares, and the study of the vernacular forming part of the course at all the colleges. In the Madras Presidency the only Government institution at which Education of an advanced character was afforded, was the "University," or, as it might more properly have been designated, the High School at Madras. At Bombay, the Elphinstone Institution at the Presidency, and the college at Poona, were institutions where the means of Education had been provided on a liberal scale by means of English professors of high qualifications.

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9. At the anglo-vernacular college in the two divisions of the Bengal presidency, the education may, on the whole, be considered to have been very efficient; the studies pursued take a high range, and the success of the students at the examinations for college distinction shows that a fair proportion had benefited by the opportunities they had enjoyed, and had attained to a considerable degree of proficiency in the various branches of study. The recent substitution of independent examiners for the professors or other officers attached to the colleges, by whom the examinations were formerly conducted, has not been found to alter the character of the reports, which are still very favourable. No change in the constitution of the Government colleges in Bengal was called for by the Court's orders of 1854, nor, as far as can be ascertained, is there any material difference between the numbers attending the colleges in the Lower Provinces in 1854-55, and those in 1856-57, the latest period for which returns have been received. No reports respecting education in the North-Western Provinces have been received for a later period than the year 1854-55.

10. In Madras the High School has been remodelled and formed into an institution somewhat resembling the Presidency College at Calcutta, but in consequence of the less advanced state of education throughout the Presidency generally, the Madras College does not take so high a range, and partakes less of a collegiate character. In the province, four provincial schools have been established, which, it is hoped, will eventually be formed into provincial colleges, and which will give an education qualifying for admission into the higher institution at Madras.

11. In Bombay, where provision, as above remarked, was made for imparting an education of a high order in the two Government or *quasi*-Government collegiate institutions; the favourable impressions which formerly prevailed, founded on the reports of the annual examinations as to the results of the course of instruction pursued in them, have recently been much diminished. The students trained in the institutions in question, on being subjected to the test of an examination conducted by individuals unconnected with the colleges, have been found to fail in

(131) *Despatch of 1859*—contd.

so many of the most ordinary and essential qualities of well-trained scholars, that it can only be supposed that the reports of former years had led to a very erroneous estimate of the acquirements of the students who had then passed the examination. The disappointment arising from this discovery was felt not only by those who had interested themselves in the promotion of general education, but also by all those classes from which the students of the colleges in question have been heretofore supplied; and the result has been a great falling off in the attendance at both the Elphinstone Institution and the Poona College. Efforts have been made to remove this feeling, as well as to improve the course of instruction in the colleges, and it is understood that the number of students is now gradually increasing. It may be remarked that the failures thus brought to light resulted from a course of instruction arranged long before Government assumed the direct control of educational operations at Bombay, and that the exposure of the delusive system pursued was in fact brought about by the more close attention paid to the subject, in consequence of the organization of the Department of Education.

English and Anglo-Vernacular Schools.

12. It was provided by the scheme of 1854, that below the colleges there should be classes in schools in regular gradations, which should be placed in connection with the colleges and with each other by means of scholarships, to be held in the superior institutions by pupils gaining them at the schools immediately below them.

13. The Government schools next in order to the colleges, and from which the supply of pupils for these institutions would naturally come, are not, in all the presidencies, formed precisely on the same plan nor do they in all localities bear the same designation being denominated respectively Provincial Schools, Collegiate Schools, High Schools, Zillah Schools or merely Government Anglo-vernacular Schools. In Bengal the expense of these schools is for the most part defrayed wholly from the public revenues, except so far as it may be met by the payments of the pupils, and other small sources of income which arise at some of the schools. In the North-Western Provinces few schools of this class are maintained, the question of the best mode of supplying the larger towns generally with schools not having been determined by Government when the recent disturbances broke out. Of the existing schools, the greater number are supported by missionaries, to a few of which grants-in-aid had been made previously to the outbreak of the mutiny. In Madras four provincial schools and a few zillah schools have been constituted; but the Education of the character which these classes of schools are designed to afford is provided to a considerable extent by missionary societies, whose schools since the

grant-in-aid system has been in operation, have been extended and improved by means of grants from Government. In Bombay there are four schools and which might perhaps rank with the Madras provincial schools, and which are fitted to prepare pupils for entrance into the college; and there are besides, Government English or Anglo-Vernacular schools in many of the districts, corresponding in their general aim and scope with the zilla schools of Bengal.

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14. Few additions, except in the Madras Presidency, have as yet been made to the number of Government English or Anglo-Vernacular schools since 1854. The schools, however, are believed to be generally popular, and the numbers attending them show, perhaps as great an increase as could have been expected. On the whole, it may be assumed, with respect to this class of schools, that though there is a considerable difference in the efficiency of the schools which it comprises, and though the line which separates it from the class of schools next below it may not be very clearly marked, it nevertheless, so far as the influence of the schools extends, constitutes an effective link, in that chain of educational institutions which it was the desire of the Court of Directors to render general throughout India.

Vernacular Schools.

15. Measures for the extension and improvement of Vernacular Education had been sometime in progress, with more or less activity, in different parts of India, when the Home Authorities in 1854, declared their wishes for the prosecution of the object in a more systematic manner, and placed the subject on a level, in point of importance, with that of instruction to be afforded through the medium of the English language.

16. In the North-Western Provinces active measures had been taken by the Lieutenant Governor, the late lamented Mr. Thomason, for the accomplishment of the object. A system had been framed by that gentleman, and brought into active operation, with the full approval of the Court of Directors, which provided for the establishment of a model school at the head-quarters of each tehsildar, for the encouragement of the masters of indigenous schools to improve themselves and to adopt improved methods of teaching, and for the regular inspections of the whole machinery by visitors of different grades, superintended by a visitor general—an office to which a highly qualified civil servant was appointed. This system had not been extended to all the districts previously to 1854, but it had been attended with such an amount of success that authority was given in 1855-56 for bringing it into operation throughout the whole of the North-Western Provinces. In Bengal, a number of vernacular schools, had been established several years previously, but whether from the low qualifications of the master, or from the want of responsible superintendence, they had failed to obtain popularity, and were in gradual

(131) Despatch of 1859— contd.

course of abandonment. In Madras, in the same manner, some vernacular schools which had been formed during the administration of Sir Thomas Monro, had died out for want of pupils, and the deficiency had not been supplied up to 1854, although a scheme of education had just previously been framed by the Madras Government very much resembling in its leading features the plan then prescribed by the Court for general adoption. In Bombay, the late Board of Education had succeeded, with limited means, in establishing many new vernacular schools throughout the presidency, as well as in raising to some extent the character of the education imparted in some of the indigenous schools.

17. If it must be admitted, previously to 1854, the subject of Vernacular Education had not received in every part of India the full amount of attention which it merited, there can be no doubt, that since the wishes of the Home Authorities have been so plainly declared, the officers of the Department of Education, acting under the orders of the several Governments have spared no pains to bring into operation, throughout the districts entrusted to their superintendence, such measures as appeared most likely to place within reach of the general population the means of obtaining the Education suited to their circumstances in life.

18. The modes of action which have been adopted in the several Presidencies exhibited, however, considerable diversity.

19. In the North-Western Provinces it was found that, although the schools established at the tehseel stations had been very successful, so far as regarded the attendance of the children in those towns, the inhabitants of the surrounding districts had not shared in the advantages of them to any considerable extent. A system of hulkabundee, or circle schools, had been accordingly devised previously to 1854 for the special purpose of meeting the wants of the agricultural population. Under this system, several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners and half by the Government. The voluntary consent of the landowners was prescribed as an indispensable condition of the establishment of the system in any locality ; and at the time of the outbreak in the North-Western Provinces in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home Authorities had been accorded (in 1856) to the proposal of the local Government that in the re-settlement of the land revenue, the new plan should be universally

introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this hulkabundee system. It was calculated that when all the districts should have been re-settled (which should not have been till 1874), Rs. 4,00,000 or £40,000 per annum, would be available, one-half of which, or Rs. 2,00,000, would be borne by Government. (131) *Despatch of 1859*—contd.

20. These measures have necessarily been deranged by recent occurrences, and to what extent the machinery may have been brought into renewed action in the districts where order has been re-established, no information has been afforded.

21. In the Lower Provinces of Bengal, several plans for promoting vernacular education have been simultaneously introduced. In some of the districts, Mr. Thomason's plan, founded on the encouragement of indigenous schools by periodical inspection and by rewards, was brought into operation. In others, it was attempted to accomplish the object under the grant-in-aid rules, and in those districts a considerable number of schools have been established on that principle. Great difficulties, however, were encountered in obtaining local assistance and support; and the conclusion arrived at, after the experience of two or three years, by Mr. Pratt, the Inspector, who most perseveringly followed this course of proceeding, was that it was vain to hope to base any general scheme of popular education, at least in the greater part of Bengal, on the grant-in-aid system under the prescribed rules. The Inspector of the Eastern Education Division, Mr. Woodrow, had, *á priori*, arrived at a similar conclusion, and had struck out an altogether different course, to which he had obtained the sanction of Government. The principle of his plan was to make use of the existing indigenous schools, and he proceeded by forming these schools into circles of three, four, or five, and attaching to each circle a well qualified teacher, to be paid by Government, whose duty it would be to go from school to school, instructing village schoolmasters in their duties, and imparting instruction in the higher subjects to the more advanced pupils; encouragement being given to both masters and pupils by the prospect of small pecuniary rewards. This plan has so far been found very successful, and it is proposed to extend it to others of the educational divisions.

22. In Bombay, the education officers have continued to prosecute the plan previously in force of forming vernacular schools on a partially self-supporting plan; it being intended, however, to introduce gradually the plan of "circle" schools of a somewhat superior class. One peculiarity of the stem pursued at Bombay is, that the schools maintained at the joint expense of Government and of the local community are constituted as Government schools, instead of remaining, like those

(131) Despatch of 1859— contd.

under the grant-in-aid rules, private schools receiving a grant from Government. The question of a change in this respect has been raised by the Government of India, and is still undetermined. In Madras, a plan of popular education was brought into operation in some of the talooks of the Rajahmundry district, resembling very much the hulkabundee system of the North-Western Provinces; but it is admitted that even if the plan could be maintained in Rajahmundry, and in districts similarly situated, it is inapplicable to districts under the revenue system prevailing generally in the Madras presidency. A system has accordingly been lately sanctioned, as an experiment, in some of the Madras districts based like the plan of Mr. Woodrow in Bengal, on the improvement of existing village schools, and on the encouragement of the schoolmasters to self-improvement, by the promise of a reward to be given in books or in money at the discretion of the Director.

Normal Schools.

23. From the time that measures have been taken for promoting the progress of Education in India great difficulty has been experienced from the want of efficient masters for the various classes of schools: masters have from time to time been sent out from England, not only for the higher appointments, but for the charge of middle schools; but it was evident to those engaged in the work of education, that even for this last class of schools it would be impossible except at an inordinate cost to supply the requisite number from this country, while for the vernacular schools, a local supply was manifestly indispensable. A normal class had accordingly been commenced at Bombay, and one had been included in the proposed arrangements at Madras when the Court's orders of 1854 reached India enjoining the establishment of normal schools in each presidency, and promising to send out on application trained masters from this country to conduct them.

The normal schools which have since been established have been confined almost exclusively to those for vernacular teachers. Of these four have been established in Bengal, attended, in all, by 258 pupils. In the North-Western Provinces a normal school has been in operation at Benares, at which the masters of vernacular schools in that division attended for instruction and for practice; and sanction had been given, previously to the outbreak, to the establishment of training schools for vernacular masters at Agra, and at two other places within the provinces. The normal school at Madras, has been constituted to furnish masters both for Anglo-vernacular and for vernacular schools. It has been placed on an efficient footing having a model school and a practical school attached to it, and there is every prospect that it will turn out teachers well qualified to give instruction to the several

classes of schools which it is designed to supply. No separate training institution has yet been established at Bombay, but normal classes have been formed in connection with the colleges and principal English schools within the presidency, most of which are intended to supply teachers for Anglo-vernacular, as well as for vernacular schools. (*131*) *Despatch of 1859*—contd.

25. It is well known that, even including the results of missionary exertions, little progress has yet been made with female education in India. The late Mr. Drinkwater Bethune, then President of the Council of Education, established at his own expense a school at Calcutta, for Hindoo female children of the higher classes, in 1850, the school was taken up and supported by the Marquis of Dalhousie, after Mr. Bethune's death, and on his Lordship's leaving India, it was assumed by Government, and is now supported at the public expense; it was at first attended by about 34 girls, but it did not afterwards show any great signs of vitality. It was placed in 1856 under a special committee of Hindoo gentlemen, presided over by Mr. Cecil Beadon, one of the secretaries to the Government of India, but no report has been received of the result of this arrangement.

Female Education.

26. The Court of Directors, when sanctioning the assumption by government of the charge of Mr. Bethune's school, gave their cordial approval to the order of the Government of India that female education should be considered to be as much within the province of the Council of Education as any other branch of education and the Court's interest in the subject was further expressed in their despatch of July, 1854, in which it was moreover declared that schools for females were to be included in those to which grants-in-aid might be given. Female Schools have since been established by the local community at Dacca and at Howrah, for which grants-in-aid have been sanctioned; and girls have been reported to be in attendance at a few of the vernacular schools in the eastern educational division of Bengal, where the Inspector, Mr. Woodrow, has extended to the girls the rewards, on attaining a certain proficiency in the subjects taught in the schools, which are enjoyed by the boys. At one school, Mr. Woodrow stated there were "19 Brahminee girls, all of good parentage," and he added that he had in his indigenous schools more girls than there were in the Bethune and Central School together. But though he was sanguine that the number would shortly be greatly increased, he remarked that it would be necessary that the means of instruction for girls should be provided by Government, as the people are opposed to the elevation of females from their present degraded position.

(131) Despatch of 1859—contd.

27. A movement in furtherance of female education in the Agra district was commenced by the Deputy Inspector of schools, Gopal Singh, in 1855. The expense was, in the first instance, defrayed entirely from the public funds; " the agricultural classes though quite willing and ready to make use of the schools, were not then prepared to go further, and to pay the teacher." The schools were attended by scholars of all classes of Hindoos including a considerable proportion of Brahmins; and of the girls the age of some exceeded 20 years, the remainder being from 6 years old to 20. The masters were selected by the parents of the scholars, and committees of respectable native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra district had risen in January, 1857, to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of female education in a more efficient manner, sanction was sought, and obtained, to the assignment of Rs. 8,000 as a direct grant from Government for female schools in the district, to meet an estimated expenditure on two hundred girls schools of Rs. 13,200 per annum, the balance being provided from the halkabundee cess and from other sources.

28. The movement in the Agra district had, in the meantime, extended to the districts of Muttra and Mainpuri, though the number of schools was in these districts limited. At a female school in the city of Mainpuri, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage.

29. A few girls' schools have been established in the Bombay Presidency. A native gentlemen has founded two such schools, on a munificent scale, at Ahmedabad. At Poona, an association of native young men has established three female schools and one such a school has been set on foot by a native gentleman residing at Dharwar. It was the opinion of the Acting Educational Inspector of the Deccan Division, Captain Lester— that "the prejudices against female education were fast disappearing," and that " there will be no more difficulty found in establishing female schools than there is in those for boys."

30. Although the special interest of the Home Authorities and of the several Governments in India, in the work of female education, has been plainly declared, and though there is no reason to doubt that the officers of the department have availed themselves of such opportunities as offered to promote the object, it would not appear that, except in the case of the Agra, and the neighbouring districts any active measures have been taken by the Department of Education for the establishment of female schools.

31. The following statement of the numbers attending the several classes of Government colleges and schools excluding female schools and institutions for special education has been compiled from the most recent reports :— (131) *Despatch of 1859*—contd.

Number of pupils in the Government Colleges and schools.

—	Colleges.	Superior Schools.	Inferior Schools.
Bengal	654	6,071	7,097
N.-W. Provinces	1,370	550	6,588
Madras	290	1,332	1,759
Bombay	559	1,215	23,846

But the statement, from the want of adequate information and from defective classification and arrangement, is extremely unsatisfactory. The last report on education in the North-Western Provinces is that for 1854-55; that for Bombay for 1856-57; and those for Bengal and Madras for 1856-57 only. In the returns for North-Western Provinces, the pupils attending the schools attached to the colleges are included in the numbers attending the colleges themselves; and the same is the case in respect to the Poona College under the Government of Bombay; where even the pupils in the normal classes are included among the numbers attending the college. And again, the pupils in the elementary grants-in-aid schools in Bengal and those in the halkabundee schools in the North-Western Provinces are excluded from the returns, while as regards Bombay, the numbers of scholars in the inferior schools are brought into the statement on account of the practice, which has already been noticed of constituting all schools in that presidency receiving aid from the State as "Government schools," instead of leaving them as elsewhere to local management. The statement is, in fact, for all practical purposes, entirely useless.

32. In addition to the means provided directly by Government for affording education to the different classes of the community, colleges and schools have for many years been main-

Grants-in-aid System.

(131) Despatch of 1859— contd.

tained with the same object by individuals, associations, or local communities, to some of which allusion has already been made. The liberality shown by the natives, in some instances, in the maintenance of educational institutions, and the benefits which have resulted from the educational efforts of Christian associations received recognition in the 49th and the 50th paragraphs of the educational despatch of July, 1854, and in the same despatch sanction was given to the principle of grants-in-aid as the best and most effectual mode of calling out private efforts in aid of education to a still greater extent.

33. The introduction of this system was authorized from a regard to "the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India," and it was expected that the plan of "thus drawing support from local sources, in addition to contributions from the State," would result "in a far more rapid progress of education than would follow a mere increase of expenditure by the Government, while it possesses the additional advantage of fostering a spirit of reliance upon local exertions, and combination for local purposes, which is of itself of no mean importance."

34. The system as authorised for India was to be "based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted," and was to be given (within certain limits) to all schools which impart a good secular education, provided they are under adequate local management,* are duly open to Government inspection, and are subjected to any other rules which may be prescribed by the Government notifications. In accordance with these views it was suggested that notifications should be promulgated announcing terms on which grants-in-aid would be made; and that in such notifications the principle of perfect neutrality, on which the grants were to be awarded should be distinctly asserted.

35. The injunctions of the Court of Directors as to the principles on which the grant-in-aid system was to be brought into operation, seem to have been carefully attended to in drafting the rules in accordance with which the grants were to be made; and every endeavour appears to have been used to carry out in practice the principles of perfect religious neutrality on which the system was declared to be based.

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* NOTE.—"This was explained to mean 'one or more' persons such as private patrons, voluntary subscribers, or the trustees of endowments who will undertake the general superintendence of he schools and be answerable for its permanence for some given time."

36. The system has been applied in somewhat different ways in the several presidencies and divisions of territory in India. In some of the educational districts in Bengal as already stated it has been extensively brought into operation in connection with vernacular schools, in which cases it has been the native promoters of the schools who have brought the grants from Government. In the North-Western Provinces the assistance of Government was afforded to vernacular education under special regulations and the "grants-in-ai system" technically so called, had, up to the time of mutiny, been applied only to a few schools affording a superior education. In Madras, the grants under the grant-in-aid rules have been, for the most part, made to schools of a higher class; the expenses of such vernacular schools as have yet been provided being met in another way. In Bombay the information as to the actual carrying out of the system is insufficient to show the classes of schools which have benefited by it. (*131*) *Despatch of 1859*—contd.

Note.—Amount of grants-in-aid sanctioned up to 30th April, 1857.

IN BENGAL.

	Per annum. Rs.
Missionary Schools	9,828
Other Schools	68,604
TOTAL .	78,432

IN MADRAS.

Missionary Schools	28,597
Other Schools	5,615
TOTAL .	34,210

No statements received from the North-Western Provinces and Bombay. In Bengal the grants-in-aid have been further arranged in a tabular form as follows :—

	Rs.
English Schools	35,916
Anglo-Vernacular Schools . .	19,850
Vernacular Schools . .	23,616

37. The private institutions for education of a higher order are throughout India, as a general rule, under European management. In the case of many of these institutions the grant-in-aid system has been made use of for the extension and improvement of the means of instruction. The conductors of such schools, both English and Anglo-vernacular, have, generally speaking, shown no indisposition to avail themselves of Government assistance on the prescribed terms; and the effi·iency and consequent usefulness of the aided shools has by means of the grants been greatly promoted. The higher English schools which have received grants are, for the most part, maintained in connection with missionary bodies, for the obvious reason, that there are few other private schools existing in India at which a liberal English education is afforded. Assistance for the establishment or improvement of Anglo-vernacular schools has on the other hand, been obtained, to a great extent by natives, either individually, or in association; and in some cases proposals have been made by natives with a view to the formation of higher or collegiate

(131) Despatch of 1859—contd.

schools, where the instruction was to be conveyed, by means of English, though from different causes no such institutions have yet been formed. But while the European managers of schools have freely accepted grants-in-aid from Government and equal readiness has been shown by the native community to seek assistance in the formation of schools where instruction in English may be afforded, no great alacrity appears to have been shown by the natives in making the necessary local efforts for securing the aid of Government under the grant-in-aid rules for the promotion of vernacular education. It was attempted, as already observed, by Mr. Pratt, in the Southern Bengal Division, to secure the requisite local co-operation, and by dint of great exertion, a considerable number of schools was established. But little value was attached by the general population in all the Bengal districts, to any education which was not likely, in the opinion of the people, to lead to a Government appointment, and in many of the districts to any education whatever; and Mr. Pratt was in consequence forced to the conclusion that the grant-in-aid system, as carried out under the existing rules, could not be made the basis of any extended system of popular education, these rules being regarded by him as "out of place in a country where the value of education is utterly unfelt by the mass of the people, based as they are on the supposition that the people of this country are so desirous of an improved description of instruction that they will actually pay not only schooling-fees, but contributions from their private resources." The following remarks of Mr. Woodrow are sufficient to show the concurrence of that gentleman in Mr. Pratt's conclusions: "The poorest classes do not want schools at all, because they are too poor to pay schooling-fees and subscriptions, and because the labour of the children is required to enable them to live. The middle and upper classes will make no sort of sacrifice for the establishment of any but English schools. Yet the rules in force presume the highest appreciation of education, because based on the supposition that the people everywhere pay not only schooling-fees, but subscriptions for schools. In fact, we expect the peasantry and shopkeepers of Bengal to make sacrifices for education which the same classes in England often refuse to make." The opinion of the Bengal officers, whose remarks have just been quoted entirely corresponds with that formed by Mr. T. C. Hope, of the Bombay Civil Service, the active and intelligent Educational Inspector of the Guzerat division. That officer has described in strong terms the discouragement and loss of time sustained by him, in his attempts to secure the voluntary consent of the people to the establishment of schools under the grant-in-aid system, and the disappointment which frequently ensues on finding that, when the requisite consent has, with difficulty been obtained, persons who have acquiesced

in the measure have drawn back from their engagements on being called on for payment of their subscriptions. (*131*) *Despatch of 1859*—contd.

38. It would appear from the Education Report of Bengal for 1857-58, which has just reached me in an imperfect shape through an unofficial channel, that the Lieutenant-Governor concurs in the doubts expressed by the officers of the department as to the success of the grant-in-aid system in respect to elementary education. "It has been found," he remarks "that the great mass of the people is not likely to be reached by the present system, the rules apparently presuming greater general interest in the advancement of their inferiors than really exists among the wealthy classes of natives, and larger contributions to the schools than can be afforded by the masses themselves, or are likely to be given for them by their more competent countrymen." At the same time, Mr. Halliday seems to agree in the opinion of Mr. Gordon Young, the Director of Public Instruction for Bengal, that by certain relaxations of the rules, the grant-in-aid system might be made applicable to classes now practically excluded from the benefit of it; but the modifications proposed by Mr. Gordon Young are of such a nature that, if adopted, they would in effect do away with the distinctive characteristics of the system.

39. I now proceed to offer some observations on the facts which have been brought out in the preceding review, and in doing so I shall, as far as possible, follow the order in which the several branches of the subject are placed in the third paragraph of this despatch.

Constitution of the new Department of Education.

40. The Education Department seems to have been framed in general accordance with the instructions of the Court of Directors. The cost of the new establishments for managing the department is no doubt large, as compared with the expenditure on the direct work of instruction; and though His Majesty's Government are not prepared to pronounce it excessive, nevertheless they are desirous that you should review the existing establishments, and carefully consider whether the cost of the controlling establishments bears more than a fair proportion to the expenditure of Government on direct measures for instruction, and whether such cost is properly susceptible of reduction. In considering this question, it must be borne in mind that the duty of the controlling officers is not merely to superintend the institutions directly supported by Government; but that it is the business of the department to exercise a close scrutiny into all the agencies in operation throughout the country

Actual expenditure on education out of the Government Treasury in 1856-57. £233,890.

Authorised amount of controlling establishments, which is probably in excess of the sum actually disbursed. £53,890.

(*131*) *Despatch of 1859*—contd.

for the instruction of the people; to point out deficiencies wherever they exist; to suggest remedies to Government; and bring the advantages of education before the minds of the various classes of the community; to act as the channel of communication on the subject between Government and the community at large; and generally to stimulate and promote, under the prescribed rules, all measures having for their object the secular education of the people. It is evident that a very inadeq uate opinion would be formed of the value of the agency responsible for these varied duties, from the mere comparison of its cost with that of the existing educational institutions of Government, especially when it is considered that it has been necessary to constitute the controlling establishments at once on a complete footing, while the establishments for direct instruction are naturally of slower growth.

41. After a full consideration of the grounds on which the Court of Directors formerly gave their sanction, as a temporary arrangement, to the employment of covenanted civil servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either civil or military. It is not their wish that officers now in the department should be disturbed for the sole purpose of carrying out this rule, and they are aware that difficulty might at present be experienced in finding well qualified persons, unconnected with regular services, to fill vacant offices in the department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the ducational service, even in the lower grades, by making it known that in the nominations to the higher officers in the department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties.

Establishment of Universities.

42. The establishment of universities was not a measure calculated *per se* to excite apprehensions in the native mind. It did not in fact bring any new principle into operation being little more than an expansion of the arrangements which had for many years been in operation for testing the powers and attainments of the young men educated in the colleges and more advanced schools. No teaching of any sort was proposed to be given in connection with examinations for degrees, in respect to which any difficulty might have arisen, *viz.*, that of reckoning the marks obtained by those candidates for honours who might voluntarily submit themselves to examination in Paley's Evidences of Christianity and Butler's Analogy of Revealed,

Religion, the Home Authorities determined that such computation should not be allowed, and thus removed all possible ground of misapprehension. (*131*) *Despatch of 1859*—contd.

43. No special instructions on the subject of the Universities seem at present to be called for.

Training Schools.

44. The institution of training schools does not seem to have been carried out to the extent contemplated by Court of Directors. Her Majesty's Government agree in the remarks contained in the despatch of July, 1854, as to the necessity of such institutions for Anglo-vernacular as well as for vernacular schools. All reports concur as to the want of trained masters in the schools in which English is taught, and as to the frequent inefficiency of the English teaching from the want of masters well acquainted with the language. It seems to be very seldom found practicable to secure in India the services of competent men, and the engagement of persons in this country appears, at present the only available means of supplying the deficiency. This is evidently an expensive mode of proceeding, and it may be hoped that at no distant period institutions may be in operation at all the presidencies, calculated to supply masters for all classes of schools, and thus in time greatly to limit if not altogether to obviate the necessity of recruiting the educational service by means of encouragements made in this country. I request that a definite statement may be furnished of the measures which you may propose to take for this purpose.

Government Colleges.

45. The Government Anglo-vernacular colleges appear, on the whole, to be in a satisfactory state; and in those cases where defects have been found to exist measures are in progres for placing the institutions on a better footing.

English and Anglo-vernacular schools.

46. The Government English and Anglo-vernacular schools seem to be generally in a satisfactory state, and to be not unpopular with the native community. By the order of 1854, the extension of a graduated system of these schools throughout the provinces of India was proposed to be accomplished by the establishment of a limited number of Government institutions of different grades, or preferentially, by the encouragement of schools on the grant-in-aid plan; it being hoped that private schools, aided by Government would eventually take the place universally of the several classes of Government institutions. I see no reason to make any change in the orders applicable to the class of schools which comes under this heading.

(131) Despatch of 1859— contd.

Female Education.

47. It appears that both the difficulties and the importance of female education are adequately appreciated by the officers of the Department of Education and no present order respecting it seem, therefore, to be required. But Her Majesty's Government are desirous of being made acquainted with the opinion which you may be led to form as to the genuineness of the change of feeling which appears in some localities to have taken place regarding it, and as to the nature and degree of the influence which may safely and properly be exerted by the officers of the Department of Education to promote the extension of schools for females.

Vernacular Education.

48. With regard to vernacular education, it appears that, with the exception of the North-Western Provinces, where provision had been made for the gradual extension of schools over the entire country, by the combined operation of Mr. Thomason's scheme of tehselee schools and the hulkabundee system, no general plan had been decided on in any of the presidencies. It is obvious that no general scheme of popular education could be framed which would be suitable for all parts of India. But in accordance with the course followed in the North-Western Provinces by Mr. Thomason, and in some of the Bengal districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools and of the masters to whom however inefficient as teachers, the people have been accustomed to look up with respect.

Grants-in-aid to Vernacular Schools.

49. The difficulties experienced by the officers of the Department of Education in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid, has been already referred to. But apart from the difficulty, and in many cases the impossibility of obtaining the local support required for the establishment of a school under the grants-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency not only to create a prejudice against education, but also to render the Government itself unpopular. And besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion, or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote.

50. On the whole Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of vernacular education to the masses of the population: and it appears to them, so far as they have been able to form an opinion, that the means of elementary education should be provided by the direct instrumentality of the officers of Government according to some one of the plans in operation in Bengal and the North-Western Provinces or by such modification of those schemes as may commend itself to the several local Governments as best suited to the circumstances of different localities. Assuming that the task of providing the means of elementary vernacular education for those who are unable to procure it for themselves is to be undertaken by the State, they are strongly of opinion that the officers of the Department of Education should be relieved from the onerous and invidious task of soliciting contributions for the support of these schools from classes whose means, for the most part, are extremely limited, and whose appreciation of the advantages of education does not dispose them to make sacrifices for obtaining it. (131) *Despatch of 1859*—contd.

51. As regards the source from which the funds for elementary education should be obtained, it has been on different occasions, proposed by officers connected with education that, in order to avoid difficulties experienced in obtaining voluntary local support, an education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And other officers, who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

52. The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land, seems *per se* unobjectionable, and the application of a percentage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North-Western Provinces the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing inspectors of schools in Bengal are of opinion that an education rate might without difficulty be introduced into that presidency, and it seems not improbable that the levy of such a rate, under the direct authority of the Government, would be acquiesced in with far more readi-

(131) Despatch of 1859—contd.

ness and with less dislike than a nominally voluntary rate proposed by the local officers.

53. I am desirous that after due communication with the several local Governments, you should carefully consider the subjects just discussed, and should furnish me with your opinion as to the necessity of relinquishing the existing grants-in-aid system as a means of providing popular vernacular schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

Grants-in-aid to English and anglo-vernacular Schools.

54. The peculiar objections which have been shown to attach to the grants-in-aid system, when applied to vernacular education, do not appear to extend to it in connection with English and Anglo-vernacular schools. The conductors of existing schools of these kinds are generally anxious to obtain grants, and the Government and its officers are, therefore, not placed in the unbecoming position of unsuccessful applicants for pecuniary contribution towards a public object which the Government is known to be desirous to promote but which its influence is seen to be unable to secure.

55. On the other hand, the comparatively small number of scholars in the Government colleges and schools sufficiently shows what ample scope there is for every agency which can be brought in the field of educational labour, and the expediency of making use of, and fostering, all such agency as is likely to engage in the works with earnestness and efficiency. There can be no doubt of the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government and its officers for supply of local wants; and if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary education, those individuals or classes who require more than this, may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government.

56. You are aware that, besides the other advantages of the plan of grants-in-aid, the authority of the despatch of 1854 regarded the system as carrying out in the most effectual manner the principle of perfect religious neutrality, and as solving, in the best practicable way, various difficult questions connected with education arising out of peculiar position of the British Government in India. If, on the other hand, by the natural operation of the system, grants have been made to missionary societies, assistance has, on the other, been extended to schools under the management of natives, whether Hindoos or Mahomedans. The principle of

perfect neutrality in matters of religion, on which the system has been brought into operation in India, have been laid down and promulgated with unmistakeable distinctness in the published rules. The amount contributed to missionary institutions bears but a small proportion to the general expenditure on education, and besides the numerous native schools established under the grants-in-aid system in the Mofussil, the Sanskrit College and the Madrassa are maintained in their intetrity at Calcutta, for the exclusive benefit of the members of the Hindu and Mahomedan communities respectively. **(131)** ***Despatch of 1859 —*** contd.

57. But as it has been alleged that, notwithstanding these precautions, jealousy has been excited by the assistance indirectly extended, through the medium of grants-in-aid, to missionary teaching, I am anxious to learn your opinion as to the manner in which, on the whole the grant-in-aid system operates, as to the necessity of making any, or what, alterations in the existing rules, and as to the feeling with which, in your opinion it is regarded by the community in those districts in which it has been brought into operation.

58. The several branches into which the subject divided itself, with reference to the despatch of 1854, have now been examined, and, as far as possible under the circumstances disposed of; but in referring to you, for consideration and report, the subject of the state and prospects of education in India, I cannot leave unnoticed the question of religious teaching, and more particularly that of the reading of the Holy Scriptures, in the Government Schools.

59. From the earliest period at which the British Government in India directed its attention to the subject of education, all its measures, inconsistency with the policy which regulated its proceedings in other departments of the State, have been based on the principle of perfect religious neutrality, in other words, on an abstinence from all interference with the religious feelings and practices of the natives, and on the exclusion of religious teaching from the Government schools. As a necessary part of this policy, the Holy Scriptures have been excluded from the course of teaching, but Bible has a place in school libraries, and the pupils are at liberty to study it, and to obtain instruction from their masters as to its facts and doctrines out of school hours, if they expressly desire it. This provision is displeasing to many of those who have interested themselves in the education of the people of India, and some of the missionaries especially are much dissatisfied with it, and are desirous that direct instruction in the Bible should be afforded in the Government school as a part of the regular course of teaching. Some of the greatest friends of native education, however, who are warmly interested in missionary operations, declared themselves, before the Parliamentary Committees of 1853, to be averse to any

(131) Despatch of 1859—contd.

change in the established policy of Government in this respect. The main argument of these gentlemen rested on the alarm and distrust which would probably be excited by the introduction of religious teaching into the Government Schools even if attendance in the Bible classes were declared to be voluntary. But it was further observed, that it would not be honest to accept the consent of the people themselves to attend the classes, and that it was not probable that the assent of the parents would be given; and it was pointed out that most of the masters in the Government institutions are natives, and that instruction in the facts and doctrines of the Bible, given by heathen teachers, would not be likely to prove of much advantage.

60. It would certainly appear that the formation of a class for instruction in the Bible, even though attendance on it might be voluntary, would at any time be a measure of considerable hazard, and at best of doubtful countervailing advantage more especially at the present time the introduction of change in this respect might be found peculiarly embarrassing. The proclamation of Her Majesty, on assuming the direct control of the Government of India, plainly declared that no interference with the religion of the people, or with their habits and usages, was to take place. Now, though in this country there might seem but a slight difference between the liberty enjoyed by the pupils to consult their teachers out of school hours with regard to the teaching of the Bible, and the formation of a class for affording such instruction in school hours to such as might choose to attend it, it is to be feared that the change would seem by no means a slight one to the natives of India, and that the proposed measure might, in a political point of view, be objectionable and dangerous, as tending to share the confidence of the native community in the assurances of a strict adherence to past policy in respect to religious neutrality, which Her Majesty has been pleased to put forth.

61. The free resort of pupils of all classes to Government Schools, even at times when unusual alarm has been excited in the minds of the natives, is a sufficient proof of the confidence which is felt in the promises of Government, that no interference with religious belief will be allowed in their schools, and this confidence Her Majesty's Government would be very reluctant to disturb by any change of system which might give occasion to misapprehension. They are unable, therefore, to sanction any modification of the rule of strict religious neutrality as it has hitherto been enforced in the Government schools, and it accordingly remains that, the Holy Scriptures being kept in the library, and being open to all pupils who may wish to study them, and the teachers being at liberty to afford instruction and explanations

regarding them to all who may voluntarily seek it, the course of study in all the Government institutions, confined to secular subjects. *(131) Despatch of 1859—* contd.

62. It is my intention, in this despatch, to confine my remarks to the subject of general education, and I, therefore, abstain from noticing the means of instruction in the special subjects of medicine, law, and civil engineering, which are afforded in the Government colleges at the different presidencies. I will merely remark that through those institutions, a course of honourable occupation is opened out to those young men who, having obtained a certain amount of general education, apply themselves to any one of the special subjects of study and go through the prescribed examination. Some of the institutions have been in operation for many years, and a large number of native youth who have passed through them are engaged in the public service, and others are prosecuting the practice of their profession on their own account.

63. I am happy to add that inducements to self-improvement are not confined to such special employments. It has long been the object of several Governments to raise the qualifications of the public servants even in the lowest appointments, and by recent orders, no person can, without a special report from the appointing officers, be admitted into the service of Government on a salary exceeding Rs. 6 per mensem, who is destitute of elementary education ; and elaborate rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate officers in the administration in the manner contemplated by the new rules.

64. It is the desire of Her Majesty's Government that your report shall not be confined to those points which have been specially referred to in this despatch but shall embrace the whole subject of general education . They will expect to receive among other things, full statistical information as to the number of schools, established since 1854, whether by Government, or with the aid of Government ; the cost of the several schools ; and the whole expense incurred by the Government under the various heads of controlling establishments, instructive establishments, and grants-in-aid ; and also, as far as practicable, the number and character of school unconnected with Government aid or control. The impressions which they have received, and the views which they have expressed, are necessarily, from the want of sufficient information, stated with some reservation, and they will expect to receive from you the means of judging of the correctness of their conclusions together

(131) Despatch of 1859—contd.

with a full and deliberate expression of your opinion as to the operation of the existing scheme of education in all its parts.

65. In conclusion, I have to call your attention to the questionreferred to at the commencement of this despatch, *viz.*, that of the connection between the recent disturbances in India and the measures in progress for the prosecution of education It is in the reports of a few of the officers of the Bengal Government that any official information is afforded on this point, and in them the evidence amounts but to little, and is confined to Behar. In that province, previously to the outbreak, it was reported that some jealousy had been raised by the part taken by Government in the work of education; but it would appear that this jealousy had originated rather from a general indisposition to Government interference, and from a vague feeling that the spread of knowledge itself is inconsistent with the maintenance of the native religions, than from special objection to any part of the Government scheme. In the reports from Behar since the commencement of the mutinies, the continued existence of such feelings is not mentioned, and the disposition of the people towards education is spoken of in less discouraging terms, and it is satisfactory to find that in few cases had any schools been given up in consequence of the disturbances, though some schools had been suspended for a time by the presence of rebels in the village.

66. It is impossible to found any conclusions on information so manifestly insufficient as that which Her Majesty's Government possess, and they have, therefore to commend this most important question to your careful consideration. It is obvious that measures, however good in themselves, must fail, if unsuited to those for whose benefit they are intended; and it seems important, therefore to learn whether any of the measures taken by Government in recent years to promote the education of the natives of India have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just ground of alarm, there has in fact existed a misunderstanding of the intentions of Government with regard to their measures which excited apprehensions, however unfounded; and whether any, and what, alterations of existing arrangements can be devised by which, without drawing back from the great duty so deliberately affirmed in the despatch of the 19th July, 1854, of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India, by means of improved and extended facilities of education, the risk of misapprehension may be lessened, and the minds of the people may be set at rest.

67. I rely on your immediate attention being given to the subject, and I shall hope to receive your report at the earliest practicable period.

APPENDIX A.

SOURCES OF DOCUMENTS APPENDED TO THE TEXT.

No. of document.	Title.	Reference to previous publication.	Reference to present volume.
			PAGE.
	CHAPTER I.		
(1)	Despatch from the Hon'ble the Court of Directors, dated the 20th January 1841, on the subject of Native Education.	Published in the Report of the General Committee of Public Instruction of the Presidency of Fort William in Bengal, for the year 1839-40, *Calcutta*, 1841, pages cli-cliv.	3
(2)	Extracts from an enquiry into the system of Education most likely to be generally popular in Behar and the Upper provinces. By F. Boutros, Serampore, 1842.	Pages 1, 6, 12, 14, 18 (Imperial Library Tracts on Indian Education 1831-90 No. 37).	5
(3)	Minute by Colonel Jervis, dated the 24th February 1847.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 47-51.	10
(4)	Minute by Sir E. Perry, dated 14th April 1847.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 59-61.	14
(5)	Minute by Juggonath, Sunkersett, Esq., dated 1st May 1847, concurred in by Framjee Cowasjee, Esq., and Mahommed Ibrahim Muckba, Esq.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 62-63.	16
(6)	Minute by Colonel Jervis, dated the 13th May 1847.	Printed in the Report of the Board of Education for the years 1847 1848, *Bombay*, 1850, pages 63-65.	18
(7)	Government letter No. 1169, dated 5th April 1848, Paragraphs 1 to 6 inclusive.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 65-67.	18

Sources of Documents Appended to the Text—*contd.*

No, of document.	Title.	Reference to previous publication.	Reference to present volume.
			PAGE.
	CHAPTER I—*contd.*		
(8)	Minute by Sir E. Perry, dated 13th April 1848.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, page 67.	20
(9)	Minute on Government Education in the Presidency of Bombay, dated 9th April 1848 by Sir E. Perry.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 67 to 76.	21
(10)	Minute by the Hon'ble J. P. Willoughby, Esq., dated 12th January 1850.	Printed in the Report of the Board of Education for the years 1847 and 1848, *Bombay*, 1850, pages 134-192.	25
(11)	Minute by the Hon'ble Mr. Bethune, dated the 23rd January 1851.	Not previously printed. Home Department proceedings 1851, Public, Consultation 27th June, Nos. 27-32.	28
	CHAPTER II.		
(12)	Letter dated the 29th March 1850, from the Hon'ble J. E. D. Bethune, to the Marquess of Dalhousie.	?Not previously printed. Home Department Public, Consultation, 11th April 1850, No. 73.	52
(13)	Minute, dated 1st April 1850, by the Marquess of Dalhousie.	?Not previously printed. *Ib* No. 74	56
(14)	Minute, dated 2nd April 1850, by Major General Sir J. H. Littler.	,, ,, ,, ,, No. 75	57
(15)	Minute, dated 2nd April 1850, by Sir F. Currie.	,, ,, ,, ,, No. 76	58
(16)	Minute, dated 3rd April 1850, by J. Lowie.	,, ,, ,, ,, No. 77	58
(17)	Letter, dated the 11th April 1850, from the Government of India, to the Government of Bengal.	,, ,, ,, ,, No. 78	58
(18)	General Report on Public Instruction in the Lower Provinces of the Bengal Presidency from 1st October 1849 to 30th September 1850, pages 2-4.	General report on public instruction in the Lower Provinces of the Bengal Presidency, 1849-50, *Calcutta*, 1851, pages 2-4.	60

SOURCES OF DOCUMENTS APPENDED TO THE TEXT—*contd.*

No. of document.	Title.	Reference to previous publication.	Reference to present volume.
			PAGE.
	CHAPTER II—*contd.*		
(19)	Despatch, dated the 4th September 1850, from the Court of Directors to the Governor General.	? Not previously printed. Public Department, London, 4th September 1850, No. 20. K. W. Home Department Public, Consultation Nos. 73-80, 11th April 1850.	61
(20)	Private letters of the Marquess of Dalhousie by J. G. A. Baird.	*London, 1910*, pages 121-122.	62
(21)	Despatch, dated the 3rd February 1854, to the Court of Directors.		
	CHAPTER III.		
(22)	Report of the General Committee of Public Instruction in Bengal for 1835.	Second report from the Select Committee of the House of Lords appointed to enquire into the operation of the Act 3 and 4 Will. 4, for the better Government of Her Majesty's Indian territories, *London*, 1853, Appendix I, pages 481-482.	71
(23)	Extract from the report of the General Committee for 1839-40.	Report of the General Committee of public instruction of the Presidency of Fort William in Bengal, *Calcutta*, 1841, Appendix No. ii, pages cv-cxxxii.	73
(24)	Government letter No. 986, dated the 16th December 1840, addressed to the General Committee of Public Instruction, Bengal.	Report of the General Committee of public instruction of the Presidency of Fort William in Bengal for 1839-40, *Calcutta*, 1841, Appendix No. iii, pages cxxxvi-cl.	76
(25)	Extracts on the subject of preparing a series of Vernacular class-books.	General report of the late General Committee of public instruction for 1840-41, and 1841-42, *Calcutta*, 1842, pages 31-33.	80
(26)	Letter from the Under Secretary to the Government of Bengal, to the Secretary to the Sudder Board of Revenue, dated Fort William, No. 828, dated the 18th December 1844.	General report on public instruction in the Lower Provinces of the Bengal Presidency, for 1844-45, *Calcutta*, 1845, Appendix No. 2, pages clxix-clxxiii.	82

Sources of Documents Appended to the Text—*contd.*

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			PAGE.
	CHAPTER III—*contd.*		
(27)	Letter from the Sudder Board of Revenue, to the Government of Bengal, No. 42, dated the 23rd January 1845.	General report on public instruction in the Lower Provinces of the Bengal Presidency, for 1844-45, *Calcutta*, 1845, Appendix No. 2, page clxxvii.	86
(28)	Government Resolution regarding the constitution of the Council of Education and its powers, No. 172, dated the 10th January 1842.	General report on public instruction in the Bengal Presidency, for 1842-43, *Calcutta*, 1843, Appendix No. vi, page ccviii.	86
(29)	Circular No. 1, dated 3rd May 1843, to the Secretary to the Local Committee.	General report on public instruction in the Lower Provinces of the Bengal Presidency, for 1843-44, *Calcutta*, 1844, Appendix No. 1, pages xci-xcii.	87
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(130)	The Madras University Act, 1857 .	Government of India Act, xxvii of 1857.	420

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(ii)	Letter, dated 6th September 1851, from the Bombay Government, to the Board of Education. (Report of the Board of Education from 1st January 1850, to 30th April 1851, No. IX, *Bombay*, 1851, Appendix No. XII, page cxlvii.	3
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(iii)	Fisher's Memoir, dated 7th February 1827, compiled from the records of the Indian Governments at the East India House ..... and a supplement to the foregoing Memoir dated 23rd February 1832. Minutes of Evidence taken before the Select Committee of the House of Commons on the Affairs of the East India Company, 14th February to 17th July 1832, *London*, 1832. (I Public Appendix I, 277-451—also summarised in Part I.)	32
(iv)	(Minute of Evidence of 1832 of the Revd. James Hough *I b.* I Public No. 1854, page 245.)	33
(v*a*)	(Minutes of evidence of 1853 of Sir G. E. Trevelyan, Second Report from the Select Committee of the House of Lords ....on Her Majesty's Indian Territories, No. 6833, *London*, 1853, pages 200-201.)	33
(v*b*)	(Minutes of Evidence of 1853 of the Revd. J. Tucker, *ibidem* No. 8320, 8321, page 347.)	33
(vc)	(Minutes of Evidence of 1853 of Mr. J. C. Marshman, Sixth Report from the Select Committee on Indian Territories, No. 8698, 8700, 8701, page 44.)	33
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(vi)	(Report of the Calcutta School Society, *Calcutta*, 1831)	35

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(viii)	(Hindu Female Education by Priscilla Chapman, *London*, 1839, pages 82, 85-87, 92-93, 114-116.)	37
(ix)	First report on the state of education in Bengal, By W. Adam. . . (Adam's reports on Vernacular Education in Bengal and Bihar, etc., by J. Long, *Calcutta*, 1868, pages 33-34, 34-35.)	39
(x)	(Native Female Education. *The Calcutta Review*, July 1855, *Calcutta*, 1855, pages 81-82, 82-83, 83, 85, 94, 94-97.)	42
(xi)	(Education in British India, prior to 1854 and in 1870-1871, by A. Howell, *Calcutta*, 1872, pages 50-51.)	46
(xii)	(General Report on Public Instruction in the Lower Provinces of the Bengal Presidency, from 1st May 1848 to 1st October 1849, *Calcutta*, MDCCCL., pages xxviii-xxx.)	47
(xiii)	(A Memoir of the first Centenary of the earliest Protestant Mission at Madras, by W. Taylor, *Madras*, 1847, page 241.)	49
(xiv)	Education Commission of 1882 . . . . (Report of the Bombay Provincial Committee, *Calcutta*, 1884, Vol. i, pages 3-4.)	50
(xv)	Address by the Hon'ble John Warden, delivered at the annual meeting for the presentation of scholarships and prizes at the Elphinstone Institution on 3rd April 1854. (Report of the Board of Education, Bombay, from 1st May 1853 to 30th April 1854, *Bombay*, 1854, pages 100-101.	51
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(xvii)	Review of Public Instruction in the Bengal Presidency from 1835 to 1851, by J. Kerr *London*, 1853, part I, pages 188-189.	67
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(xxvii)	(Report of the Board of Education, Bombay, for 1846, *Bombay*, 1847 Appendix , pages 53-54.)	147
(xxviii)	Report of the Board of Education, Bombay, for 1846, *Bombay*, 1847 (pages 10-11).	148
(xxix)	Bombay Government letter No. 3122, dated the 11th November 1837, to the Government of India. ? Not previously printed. Finance Department, India, Consultation of 6th December 1837.	149
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(xxxiii)	Report on public instruction in the Madras Presidency, 1854-55. (Selections from the records of the Madras Government, No. xvii, *Madras*, 1855 (page 5).	182
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(xxxvii)	Extract from the "Report by the North-Western Provinces and Oudh Provincial Committee of the Commission on Education, 1882-83," *Calcutta*, 1884, page 18 (paragraph 29).	231
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(xli)	Extract from the "Report on popular education in the Punjab and its dependencies for 1859-60," by Captain R. Fuller, *Lahore*, 1860, page 8.	283

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(xliii)	Inscription at the Calcutta Medical College Hospital, dated 30th September 1848. General report on public instruction, in the Lower Provinces of the Bengal Presidency, 1848-49, *Calcutta*, 1850, pages 93-94).	314
(xliv)	Extract from the "General report on public instruction in the Lower Provinces of the Bengal Presidency for 1844-45," *London*, 1845, (page 17).	338
(xlv)	Extract from the "Report on public instruction in the Madras Presidency for 1856-57," *Madras*, 1858, (pages 63-64).	344
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(xlix)	Scheme of studies prescribed in 1856. Report of the Director of Public Instruction, Bombay, 1856-57, *Bombay*, 1859 (page 39).	363

APPENDIX C.

Short biographical notes on principal persons mentioned in the volume.*

Arnold, William Delafield. (1828-59). An Anglo Indian official and novelist, the second son of Thomas Arnold, D.D., was born at Laleham, 7th April 1828 and was educated at Rugby. He was elected a student of Christ Church, Oxford, in 1847, and in the following year proceeded to India as ensign in the 58th Regiment of native infantry. He soon became an assistant commissioner in the Punjab, and in 1856 was appointed by Sir John Lawrence, Director of Public Instruction. The department was new, and its organisation fell entirely upon Arnold, who after much invaluable service, was obliged to quit India on sick leave, and died at Gibraltar on his way home, 9th April, 1859. His wife, Frances Anne, daughter of Major General Hodgson, had died shortly before in India. Their joint memories are celebrated by his brother Matthew in "A Southern Night," one of the most beautiful memorial poems in our language :—

> Ah ! where is he, who should have come
> Where that far sail is passing now
> He tarries where the Rock of Spain
> Mediterranean waters lave.

See also *Stanzas from Carnac.* Arnold's name is further perpetuated by an annual distribution of medals, bearing his likeness, to the best pupils in the schools which he founded, provided from a fund subscribed by his fellow-workers in the Punjab. He is the author of 'Oakfield, or Fellowship in the East', a novel in two volumes, published in 1853 under the pseudonym of "Punjabee." It depicts the struggles of a young officer of exceptional culture and seriousness to elevate the low tone of the military society about him, and the trials and problems forced upon him by the peculiar form of quixotism. It is well written and deeply interesting, imbued in every line with the spirit of the author's illustrious father ; but, as is usually the case when the ethical element largely predominates, is open to the charge of insufficient sympathy with types of character alien from the

* C. E. Buckland's valuable *Dictionary of Indian Biography* and the *Dictionary of National Biography* have been freely used in compiling these notes.

ARNOLD WILLIAM DELAFIELD. (1828-59)—*contd.*
writer's own. He also translated Wiese's 'Letters on English Education' (1854), and published in 1855 four lectures, treating respectively of the Palace of Westminister, the English in India, Caste, and the Discovery of America. (Dict. Nat. Biog.)

AUCKLAND, GEORGE EDEN, Earl of. (1784-49). Governor General 1836-42. Second son of the first Lord Auckland. Created Earl in 1839. Chiefly engaged during his time in India with Afghan affairs.

BETHUNE, JOHN ELLIOT DRINKWATER. (1801-51). Educated at Trinity College, Cambridge. Became legal member of the Council of the Government of India in 1848. Was President of the Council of Education. He established the Bethune School for Indian girls. Died at Calcutta in 1851.

CANDY, MAJOR T. Superintendent of the Sanskrit College, Poona. 1840-51.

COLVIN, JOHN RUSSELL. (1807-57). Lieutenant Governor of the North Western Provinces from November 7, 1853, to September 9, 1857. Son of a Calcutta merchant. Educated at Haileybury. Private Secretary to Lord Auckland 1836-42. (See his note on education printed in Part I). Life by his son, Sir Auckland Colvin in the 'Rulers of India' series.

CURRIE, SIR FREDERIC (Baronet). (1799-1875). Educated at the Charterhouse and Haileybury. Arrived in India 1820. Made Baronet in 1847. Foreign Secretary to the Government of India 1842. Resident at Lahore. Member of Council. Retired in 1853. Director of the East Indian Company in 1854 and Chairman in 1857. Member of the Council of India from 1858.

DADABHOY NAOROJI. (1821-1917). Educated at the Elphinstone Institution. Became Assistant Professor and later, Professor there in 1854. Went to England in 1858 and resided there many years. In 1874 became Dewan of Baroda. Several times President of the Indian National Congress. M. P. for Central Finsbury for 1892-95.

DALHOUSIE, JAMES ANDREW BROWN-RAMSAY, First Marquess of (1812-60). Third son of the ninth Earl who was Commander-in-Chief in India. Educated at Harrow and Christ Church, Oxford. M. P. Governor General from January 12th, 1848, to 28th February 1856. His energetic government was much criticised. See Sir Edwin Arnold. The Marquis of Dalhousie's Administration of British India. 2 Vols. and *Sir W. Lee Warner's Life of the Marquis of Dalhousie,* 2 Vols.

DOVETON, JOHN. (1800-35). Educated at Madras. Entered the Nizam's Army in 1817. He bequeathed some £50,000 to be divided between the Parental Academy at Calcutta (afterwards called the Doveton College) and the Doveton College, Madras.

DUFF, ALEXANDER. (1806-78). Ordained in 1829 and came out to Calcutta the same year as the first missionary to India of the General Assembly of the Church of Scotland. Founded the Duff College at Calcutta. An energetic educationist. He was in India 1830-35, 1840-50 and from 1856 to 1863. It is said that he inspired the Education Despatch of 1854. He edited the *Calcutta Review* and wrote *India and Indian Missions.*

ELIOTT, SIR DANIEL. (1798-1872.) Son of Sir W. Eliott. Came to Madras in 1817. Member of the Legislative Council of India, 1854-59.

ELPHINSTONE, MOUNSTUART. (1779-1859). Governor of Bombay. Son of John eleventh Baron Elphinstone. Educated at the High School, Edinburgh. Came out to Bengal as a *Writer* in 1795. Resident at Nagpur 1804-08. Envoy to Kabul. Resident at Poona in 1811. Governor of Bombay from November 1819 to November 1827. Wrote *History of India, An account of the Kingdom of Cabul,* etc. *The Rise of the British Power in the East. The Elphinstone Institution,* now the Elphinstone College was named after him.

ELPHINSTONE, JOHN, B. Baron. (1807-60). Governor of Madras from March 1837 to September 1842. Governor of Bombay, December 1853 to May 1860.

GRANT, SIR ROBERT. (1779-1838). Governor of Bombay from 17th March 1835 to the 9th July 1858. Born in Bengal, educated at Magdalene College, Cambridge. Died at Dapuri. Wrote a volume of sacred poems, etc., *Sketch of History of the East India Company* and on the *East India College at Haileybury.* The Grant Medical College, Bombay, was erected in his memory.

HARDINGE, HENRY, First Viscount of Lahore. 1785-1856. Governor General (23rd July 1844, 12th January 1848), Field Marshall. Lost an arm at Quatre Bras. K.C.B. in 1815. Created Viscount Hardinge 2nd May, 1846.

HARE, DAVID. (1775-1842). Came out to Calcutta in 1800. Friend of Raja Ram Mohon Roy. In conjunction with friends opened the Hindoo College, Calcutta, on January 20th, 1817 and in 1818 founded the Calcutta School Book Society. Appointed a Judge of the Calcutta Court of Requests. Died of cholera on June 1st, 1842. The Hare School at Calcutta is named after him. See Mittra, P. C.; *A Biographical sketch of David Hare.*

HODGSON, BRIAN HOUGHTON. (1800-94). Came to India in 1818. Resident of Nepal. Removed by Lord Ellenborough and resigned the service. F. R. S. in 1877.

JAMSETJEE JEEJEEBHOY, SIR, (Baronet). (1783-1859). Visited China on several occasions. Made a large fortune, and was a liberal benefactor. Knighted in 1842, Baronet, 1858.

JERVIS, GEORGE. Member of the Board of Education of the Bombay Presidency. 1844 to 1849.

KENNEDY, VANS, Major General. 1784-1846. Came to Bombay in 1800. Oriental Translator to the Bombay Government, Wrote voluminously.

MCLEOD, SIR DONALD FRIELL. (1810-77). Came to Bengal in 1828. Lieutenant Governor of the Punjab, 1865-70. K.C.S.I., 1866. Established the Punjab University.

MANGLES, ROSS DONNELLY. (1801-77). Came to India in 1820. Returned in 1839. M. P. Director of the East India Company, and Chairman in 1857.

MOUAT, FREDERICK JOHN. (1816-97). Doctor, M. D., LL.B., First Physician of the Medical College, Calcutta. Secretary of the Council of Education, Bengal. Wrote *The Origin and Progress of Universities in India*, 1886.

PERRY, SIR THOMAS ERSKINE. (1806-52). Chief Justice of Bombay in 1847. President of the Board of Education. Retired in 1852.

POTTINGER, SIR HENRY. (1789-1856). Baronet. Entered Army in Bombay in 1806. Travelled through Persia. Political Agent for Sind. Sent to China as Envoy in 1841. Governor of Hong Kong 1843-44; Governor of the Cape of Good Hope 1844; Governor of Madras, 1848-54.

PRINSEP, HENRY THOBY. (1792-1878). Elder Brother of James Prinsep. Came to India in 1809. Member of the Council of the Governor General. Retired in 1843. Director of the East India Company, 1850. Strong Orientalist and strenuous opponent of Macaulay. Friend of G. F. Watts who lived with Prinsep for 25 years, and Burne Jones. Wrote on India, etc.

REID, H. S, Visitor General of the North Western Provinces Schools, 1850-54. First Director of Public Instruction, North Western Provinces.

SEAL, MUTTI LAL. (1791-1854). Merchant and land owner of Calcutta. Endowed an English School at Calcutta. Gave land for the Medical College. Seal's Free School still exists.

SUNKERSETT, JAGANNATH. (1802-65). Member of the Legislative Assembly, Bombay and the Board of Education. One of the founders of the Elphinstone College.

TAGORE, PRASSANNA KUMAR. (1801-68). Educated at the Hindu College, Calcutta. Member of Legislative Council. A Governor of the Hindu College and Member of the Council of Education. C.S.I. in 1866.

THOMAS, JOHN FREYER. (1797-1877.) Came to India in 1816. Chief Secretary to the Government of Madras in 1845. Member of Madras Council, 1850-55.

THOMASON, JAMES. (1804-53)—

Lieutenant Governor of the North Western Provinces of India and Governor designate of Madras, was born at Great Shelford, near Cambridge, on 3rd May, 1804. His father was a chaplain in Bengal and for a time Chaplain to the Governor General Lord Moira. James was sent to England at the age of ten, and was consigned to the care of Simeon, who was residing at Cambridge with his grandmother, Mrs. Dornford. Shortly after his arrival he was sent to a school at Aspeden Hall, near Buntingford, where he had Macaulay as one of his fellow pupils. Four years later he went to a school at Stanstel in Sussex where Samuel Wilberforce was his school fellow. Thence, having obtained an appointment to the Bengal Civil Service, he moved to Haileybury College, and arrived at Calcutta in September 1822, at the age of eighteen.

Before he had been seven years in India he was appointed Registrar to the Court of Sadar Adalat at Calcutta, and he afterwards acted as Judge in the Jungle Mahals. In 1830 he was appointed Secretary to Government, and held that office until 1832, when, at his own request, he was transferred to the post of Magistrate and Collector of Azamgarh, in order that he might acquire administrative experience and practical knowledge of district work in immediate contact with the people. In this work he was employed for five years. A survey and reassessment of the revenue for thirty years was at that time in progress. He was Settlement Officer, as well as Magistrate and Collector and his settlement work brought him into the closest touch with agricultural affairs and with the landed interests. It may be said that the five years which Thomason spent in Azamgarh did more than any part of his official life to fit him for his later duties as Governor of a province. Early in 1837 Thomason was appointed Secretary to the Government of Agra, which had been constituted under the statute of 1833. In 1839 the state of his wife's health compelled him to return with her to England. He had only taken leave to the Cape of Good Hope, and his conduct, by the rules of the Company, in-

THOMASON, JAMES. (1804-53)—*contd.*

volved forfeiture of his membership of the civil service. The Court of Directors, however, knowing his value, restored him to the service, and the Government of India kept his appointment open for him.

Returning to Agra early in 1840, Thomason served on in the Secretariat until the end of 1841, when he succeeded Robert Merttins Bird as a Member of the Board of Revenue. Early in the following year he was appointed by Lord Ellenborough, Foreign Secretary to the Government of India, and in the latter part of 1843 was nominated Lieutenant Governor of the North Western Provinces, which office he resumed on 12th December of that year. This appointment Thomason held until his death in 1853. Throughout his long term of office his abilities and energies were devoted with unparalleled success to the well-being of the province under his charge. His directions to Settlement Officers and to Collectors of Land Revenue are still, with but slight modifications, the guide of those important branches of the administration. It was entirely owing to his strenuous advocacy that the construction of the Ganges Canal, which was seriously opposed by Lord Ellenborough and was not opened until after Thomason's death, became an established fact. In developing the communications, in improving the police and gaols in promoting popular education, and generally in carrying out improvements in every branch of the public service, few rulers have achieved more marked success. Thomason died at Barielly on 27th September, 1853. On the same day the Queen affixed her signature to his appointment as Governor of Madras.

Thomason throughout his life was influenced by strong religious sentiments and by the highest Christian principles, but he was not the less careful to abstain from any measures which might be regarded as interfering with the religious feelings or prejudices of the natives. He married, in 1820, Maynard Eliza Grant, the daughter of a civil servant. (Dict. Nat. Biog.)

TREVELYAN, SIR CHARLES EDWARD (Baronet). (1807-86). Governor of Madras, 28th March 1854 to 7th June 1860. Came to India in 1826. Married Macaulay's sister. A strong 'Anglicist.' Retired in 1838. Governor of Madras, 1859 to 1860, when he was dismissed. Member of the Council of the Governor General, 1863-65. Wrote "On the Education of the people of India." (*London*, 1838.)

TWEEDDALE, GEORGE HAY, 8th Marquess of. (1787-1876). Governor of Madras 27th September 1842 to 23rd February 1848. Field Marshall, 1875.

WILLOUGHBY, SIR JONH POLLARD (Baronet). (1798-1866). Entered Bombay Civil Service, 1817; Chief Secretary, 1835; Member of Bombay Council, 1846-57. Succeeded to Baronetcy in 1865.

WILSON, REVEREND JOHN. (1804-75.) Educated at Edinburgh University. Came to Bombay as a missionary in 1829. Was a pioneer in the education of girls. F. R. S., 1845. Established the Wilson College. Wrote voluminously.

WOODROW, HENRY. (1823-76)—

Promoter of education in India, born at Norwich on 31st July 1823, was the son of Henry Woodrow, a Solicitor in that city. On his mother's side he was descended from the family of Temple of Stowe. After four years' education at Eaton near Norwich, he entered Rugby in February 1839. He was in the School-house, and was one of the six boys who took supper with Dr. Arnold on the evening before his death. Many of the incidents of Woodrow's school life are recounted in Tom Brown's School days' though Judge Hughes has divided them among different characters. Among his friends were Edward Henry Stanley, fifteenth Earle of Derby, Sir Richard Temple, and Thomas Hughes. He was admitted to Caius College, Cambridge, on 8th April 1842, and was elected a scholar on 21st March 1843, graduating B.A., in 1846 as fourteenth Wrangler and M.A. by royal mandate in 1849. In Michaelmas 1846 he was elected to a junior fellowship which he retained until 1854. In November 1848 he accepted the post of principal of the Martiniere College at Calcutta, and in 1854 he was appointed Secretary to the Council of Education, receiving also the charge of the Government School Book Agency. The arrangements in vogue when he accepted office had long been recognised as unsatisfactory. The Council was composed of members all of whom had regular official duties of other kinds, and most of the labour of administration fell upon the Secretary. Under this system education in Bengal had been declining. The only Government Vernacular Schools were those founded by Lord Hardinge, and these had dwindled from 101 to 26. In 1855 a new system was introduced. A separate department, called " The Bengal Educational Service, was instituted whose sole duty was the management of Government education. William Gordon Young was appointed first Director of Public Instruction in Bengal and Woodrow became Inspector of Schools in Eastern Bengal. At the time

WOODROW HENRY. (1853-76)—*contd.*

of Woodrow's nomination he had only sixteen schools to inspect from Calcutta to Chittagong among fifteen millions of inhabitants. He threw himself ardently into the work, and, not confining himself to his official duties, stimulated the interest of the natives by frequent lectures on physical science. In 1861 the number of schools had increased to eight hundred, and in 1876 it had risen to more than five thousand. On his first appointment he introduced the system of 'circle schools,' under which one superior teacher visited a group of villageschools in turn. This plan, though now obsolete owing to the increased number of teachers, was very successful at the time in raising the standard of the elementary schools. Woodrow also introduced practical studies, such as surveying, into the curriculum, in order to demonstrate more forcibly the advantages of Government teaching to the people, and on his visits of inspection he erected numerous sandials to supply the lack of clocks. In 1859 Lord Stanley, his former schoolfellow, was then Secretary of State for India, gave Woodrow high praise in his memorable despatch on education, quoting from several of his reports and testifying to the good effects of his system.

Woodrow continued his labours until thirteen years later when Sir George Campbell, the Lieutenant Governor considering that Government education was sufficiently well organised to dispense with a special department, replaced the administration of the schools in the hands of the collectors of districts by a resolution, dated 30th September 1872, restricting the Educational Department to the duties of teaching and reporting.

Although Woodrow did not regard the new system with favour, he accepted quitely the change in his position. In the following year he visited Europe, inspected the schools and colleges at Vienna, studied the Swiss schools at Zurich, and while in England acted as examiner in the Government Competitive Examinations under the Civil Service Commissioners.

On his return to Calcutta in 1875 he endeavoured to induce the University of Calcutta to extend its curriculum in physical sciences and to curtail the study of metaphysics. In the same year he acted for a month as Principal of the Presidency College at Calcutta, but in September he was appointed to officiate as Director of Public Instruction in Bengal and he suceeded definitely to the post on the death of William Stephen Atkinson in January 1876. His appointment occasioned great satisfaction to the natives of

WOODROW, HENRY. (1853-76)—*coclnd.*

Bengal but his tenure of office was short. He died without issue at Darjeeling on 11th, October 1876. He married at Calcutta, on 18th October 1854, Elizabeth, daughter of C. Butler, a Surgeon of Brentwood in Essex. The natives of India raised £700 to found a scholarship in Calcutta University and to erect a memorial bust of Woodrow. The bust was executed in marble by Edwin Roscoe Mullins and placed in the University of Calcutta. Another bust of him is in the library of Caius College and a tablet was placed in Rugby school chapel in 1879 by a few of his friends and schoolfellows. In 1862 Woodrow extricated from the mass of records the minutes of Lord Macaulay when president of the Council of Education, and published them separately. For this he received the thanks of the Governor General Lord Canning. He was author of a pamphlet 'On the Expediency of the Introduction of Tests for Physical Training into the present System of Competitive Examination for the Army, Navy and Indian Civil Service' *London, 1875.* [Dict. Nat. Biog.]

APPENDIX D.

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[The Appendix (pages 207-220) contains an extract from the Report of the Committee appointed by the India Government to enquire into the state of Medical education].

(See also 'Bibliography' in Part I of the "Selections from Educational Records," Appendix D, pages 213-217).

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* Sir Henry Hardinge was created Viscount Hardinge, 2nd May 1846.

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